

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
April 26, 2007 1:00 p.m. CDT

The meeting was called to order by Chairman Katie Winchester at 1:00 p.m.

Commission Members present:

Mr. Riley Darnell	Mr. Jack Murrah
(Ret) Brig. General Wendell Gilbert	Mr. Dale Sims
Mr. Ransom Jones	Mayor A C Wharton
Ms. Debbie Koch	Mr. Robert White
Mr. Charlie Mann	Ms. Katie Winchester

Adoption of Agenda

Ms. Winchester welcomed all to the meeting. She recognized Representative John Hood and other guests present. Ms. Winchester then called for a moment of silence in honor of the Virginia Tech victims. Ms. Winchester then called for a motion to approve the agenda. Mr. Ransom Jones made a motion to approve the agenda. Ms. Debby Koch seconded the motion; the motion was duly adopted.

Approval of Minutes, January 25, 2007 Meeting

Ms. Winchester called for a motion to approve the minutes of the January 25, 2007 Commission meeting as presented. Mr. Jack Murrah made a motion to approve the minutes as presented. Ms. Koch seconded the motion; the motion was duly adopted.

Chairman's Report

Ms. Winchester began her report by commenting positively on productivity of the work session earlier in the day. She called on Dr. Rhoda to introduce the new THEC members. Dr. Rhoda introduced Mr. Charlie Mann, representing the fourth congressional district, replacing Dr. Brad Windley, and Mr. Robert White, representing the first congressional district, replacing Mr. Jim Powell. Dr. Rhoda then briefly discussed the two resolutions of appreciation for Dr. Linda Bradley and Dr. Brad Windley for their dedicated service to the Commission. Ms. Winchester called for a motion to approve the resolutions. Ms. Koch made a motion to approve the resolutions. Mr. Robert White seconded the motion; the motion was duly adopted. Dr. Windley thanked the Commission and noted that Education in Tennessee is well represented.

Executive Director's Report

Dr. Rhoda was recognized to provide his report. Dr. Rhoda began by introducing the following new staff members: Kristen Pryor of the Workforce Investment Act division; Angela Jones of the Postsecondary School Authorization division; Dionna Taylor of the Postsecondary School Authorization division; Patsy Majors in the Business Finance division; Bryce Durbin of the Policy, Planning and Research division; and Robert Owens, the 2007 Maxine Smith Fellow. He then called on Mr. David Wright to present an update on the NCHEMS data sharing pilot project sponsored by a grant from the Lumina Foundation. This data sharing pilot project expands four states; Tennessee, Ohio, West Virginia, and Kentucky and allows these states to track graduation rates of students who begin their education in state but then transfer to an out of state institution. Mr. Wright then discussed the study of labor market participation by recent Tennessee college graduates. The study, conducted by Dr. Bill Fox of the Center for Business and Economic Research at the University of Tennessee, allows comparisons in earnings and labor market participation with students from different institutions, degrees, and levels of educational attainment. Dr. Rhoda thanked UT and Dr. Fox for conducting that study.

Dr. Rhoda briefly discussed the report on LeMoyne-Owen College which was submitted to the college leadership and noted that the institution had incorporated most, if not all of the Commission's recommendations. He then gave a brief overview of the agenda and noted several items to be discussed including the Institute of Public Health, American Diploma Project (ADP), and Mayor A C Wharton's report on the Lottery scholarship.

Systems' Reports

Tennessee Board of Regents

Dr. Charles Manning was recognized to present his report. Dr. Manning briefed the Commission on the strategic plan, which was approved last year and noted the session with the college presidents and their objectives. He invited the Commission and staff to attend any of the sessions which would provide an in-depth view of each institution's focus.

University of Tennessee

Ms. Winchester recognized Dr. John Petersen to present his report. Dr. Petersen discussed enrollment increases, student quality increase, research expenditures in the amount of \$307 M in 2006, and \$271 M in fundraising in the 2005-06 academic year and noted that only four other public institutions in the southeast have surpassed that amount. He also discussed the recruitment efforts with the Board of Regents that track those who have left higher education after only partially completing

their associate or bachelor degree and find ways to get those students to re-enter higher education and complete the degree in which they started, specifically in the rural counties where students are underserved and undereducated. Dr. Petersen also discussed the violence issue protocol for campuses and what the system could do to enhance the protocol such as magnetic locking mechanisms and text messaging students in the event of a violent attack at UT campuses. He noted that security measures currently are in place but in the wake of the Virginia Tech tragedy are being re-evaluated. Dr. Petersen then discussed the bio-fuels initiative and the positive impact it would have on the state. He also noted that it would not replace nor negatively impact any other resource in Tennessee but would be an additional agricultural resource. He then briefly discussed the computer enhancement grants, of which UT is in the running to receive to build the largest computer in the world.

Tennessee Student Assistance Corporation

Dr. Robert Ruble, Executive Director of TSAC, was recognized to give his report. Dr. Ruble discussed the bills that would impact the lottery scholarship program ranging from lowering academic standards to increasing awards, as well as new programs proposed that will impact many Tennessee citizens. He noted that Tennessee had roughly \$33 million to expand those programs. Dr. Rhoda noted the meetings held by Dr. Ruble regarding student loan issues and abuses affecting the program and what Tennessee is doing to correct those problems.

Academic Affairs

Revised Academic Policy A.1.1.20L – Diversity and Access - Post Geier

Dr. Linda Bradley, Associate Executive Director, was recognized to provide information on the revised academic policy on diversity and access. Dr. Bradley discussed the policy at length and noted the language revision from “The program will not impede the state’s effort to achieve racial diversity” to state “The proposed program will not impede the state’s commitment to diversity and access in higher education (Post Geier).” She noted that the change was not dramatic, but was more inclusive. Ms. Winchester called for a motion. Mr. Robert White made a motion to approve the revised policy language. Mr. Dale Sims seconded the motion; the motion was duly adopted.

Institute of Public Health Status Report

Dr. Linda Doran, Senior Policy Officer, was recognized to provide a status report on the Tennessee Institute of Public Health (TNIPH). She noted

that to date, the following has been accomplished: A Board of Directors has been established and convened by conference call on February 28 to approve the mission of the TNIPH and to endorse next steps in the Institute's development and approved the TNIPH mission statement; TNIPH has received the National Network of Public Health Institutes grant - the Fostering Emerging Institutes Matching Grant, administered by the National Network and funded by the Robert Wood Johnson Foundation. The \$100,000 two-year (2007-08) 1:1 matching grant will support TNIPH organization for long-term sustainability. The legislation for the Institute is awaiting the governor's signature to become law as of July 1, 2007. An Inventory of Public Health-Related Research has been compiled. The TNIPH staff has collected information from Tennessee public and private colleges and universities about current research in public health and related fields to encourage collaboration among institutions, the department of health, and other entities in pursuing grant activity. The inventory will be routinely updated and will be posted on the TNIPH website. County analyses of health indicators and outcomes for each Tennessee County are designed to assist county leaders as they target improvement actions through cooperative public health agency, government, and community initiatives. The profiles will accompany the Tennessee County Health Rankings at <http://www.state.tn.us/tniph>. Mr. Bryce Durbin provided further explanation of the rankings by county by means of a power point presentation.

Status of P-16 Activity

Dr. Doran provided a status report on P-16 Activity. She noted that Governor Bredesen has added Tennessee to Achieve's American Diploma Project (ADP) Network of 29 states (www.achieve.org). American Diploma Project partner organizations are Achieve, Inc., created by the nation's governors and business leaders as a not-for profit entity to help states raise academic standards; The Education Trust, an independent, non-profit organization dedicated to closing achievement gaps for at-risk groups; and the Thomas B. Fordham Foundation, a foundation supporting higher academic standards and accountability.

She stated that the purpose of the ADP is to support states in their establishment of rigorous high school academic standards to improve readiness for college and work. Tennessee's participation in the ADP is jointly directed by the State Department of Education and the Governor's Planning Office, in cooperation with the State Board of Education, the Tennessee Higher Education Commission, the two systems of higher education, and business and community.

Dr. Doran noted that Tennessee is moving forward on an accelerated calendar to complete outreach to postsecondary and business to define

expectations and mathematics and language arts K-12 curricula alignment for these college- and work-ready standards and noted that the goals of the ADP are directly consonant with current Tennessee standard reform initiatives, such as High School Redesign and the State P-16 Math Curricula Alignment focus.

Dr. Doran also noted that ADP Network states have committed to addressing the following four policy priorities: 1) align high school standards and assessments with the knowledge and skills required for success after high school; 2) require all graduates to take rigorous courses, aligned with state standards that prepare them for life after high school; 3) streamline the assessment system so that the tests students take in high school can also serve as placement tests for college; and 4) hold high schools accountable for graduating students who are ready for college or careers and hold postsecondary institutions accountable for students' success once enrolled.

Approval of Institutional Reauthorization, Temporary Authorization of New Institutions, Approval of New Programs Under the Postsecondary Authorization Act, and Appointments to the Committee on Postsecondary School Authorization.

Dr. Stephanie Bellard, Assistant Executive Director for Postsecondary School Authorization, presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to approve institutional reauthorization. Ms. Winchester called for a motion on Dr. Bellard's recommendations. A motion was made by Mayor A C Wharton to adopt the recommendations as presented. The motion was seconded by Mr. Ransom Jones; the motion was duly adopted. Dr. Bellard then presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant temporary authorization to forty-six proposed new institutions and approval of new programs. She noted that the agenda had been sent to all public institutions and that none had responded with concerns or opposition. Ms. Winchester called for a motion on Dr. Bellard's recommendations. A motion was made by Mayor A C Wharton to adopt the recommendations as presented. The motion was seconded by Mr. Jack Murrah; the motion was duly adopted. A listing of the institutions and programs are included as Attachment A to the official copy of the minutes.

Dr. Bellard then discussed the staff and committee recommendations for approval of new appointments to the Postsecondary Advisory Committee. A motion was made by Mr. Murrah to adopt the recommendations as presented. The motion was seconded by Ms. Debby Koch. There being no further discussion, Ms. Winchester called for a vote on the motion that was duly adopted.

Policy, Planning and Research

Lottery Scholarship Committee Report

Ms. Winchester recognized Mayor Wharton to present the report. Mayor Wharton requested a motion to adopt the report previously distributed to the Commission. Mr. Jones made a motion to adopt the committee's report. Mr. White seconded the motion; the motion was duly adopted. Mayor Wharton then discussed the report in detail and noted specific areas that needed revision within the lottery scholarship program. He stated that the program should be reviewed every two years for maximum effectiveness for the needs-based population. He noted that the recommendations will be transmitted to the Legislature for their review. Mr. John Morgan inquired about the start up cost of the recommendations. Mr. Wright stated that the cost of implementing this program is affordable and the funds are available. Dr. Petersen stated that the average student GPA was about a 2.7, which meant there would not be a scholarship for the average student. He also inquired whether this was an access scholarship or merit-based scholarship or combination of both. Mayor Wharton stated that part of the funds would be shifted from merit-based to need-based to address this concern. He also stated that a study should be initiated to help with future assessments. Dr. Rhoda stated that THEC is required to report on the progress annually; therefore, that reporting mechanism is currently in place. This report is included as Attachment B to the official copy of the minutes.

Fiscal Affairs

Amendment to the FY 2007-08 Disclosed Capital Projects List

Mr. Vaden reviewed the proposed Amendment to the FY 2007-08 Disclosed Capital Projects List. He noted that TBR has requested one project included in the original FY 2007-08 Disclosed Capital Projects list be removed from the list and that two projects included in the original list be revised to increase the project cost. He stated that THEC staff reviewed and recommends approval of the proposed changes to the Disclosed Projects Listing and will transmit the Commission's action to the Department of Finance and Administration for review and inclusion in the FY 2007-08 Appropriations Bill. Mr. Jones made the motion to accept staff recommendations. Mr. Dale Sims seconded the motion. The motion passed.

Mr. Riley Darnell then made a motion to amend the previous action to earmark \$1,950,000 for the Volunteer State Community College (VSCC) Livingston Teaching Site Expansion project. This project, currently a disclosed project funded with other than state funds, would add space

for the Livingston Center for classrooms and class labs, expansion of the library, a bookstore, and faculty offices. Mr. Darnell's motion included the recommendation for the project to be funded from the \$7 million currently recommended for the Tennessee Technology Centers equipment funding proposed by the Governor for FY 2007-08. Mr. Dale Sims seconded the motion. There was discussion among the Commission members regarding the established higher education capital outlay process and how the inclusion of the VSCC Livingston Center project would not follow the established process. Mr. Charles Mann called the question for a vote. The motion failed.

Name	Aye	No	Abstain
Mr. Riley Darnell		xx	
General Wendell Gilbert		xx	
Mr. Ransom Jones		xx	
Ms. Debby Koch		xx	
Mr. John Morgan	xx		
Mr. Charlie Mann		xx	
Mr. Jack Murrah		xx	
Mr. Dale Sims	xx		
Mayor AC Wharton		xx	
Mr. Robert White	xx		
Ms. Katie Winchester		xx	

The Amended FY 2007-08 Disclosed Capital Projects List is represented by Attachment C to the official copy of the minutes.

Presentation of the Roane State Community College Campus Master Plan Update

Mr. Jim Vaden stated that Mr. Jerry Preston and Mr. Carl Manka from the Tennessee Board of Regents (TBR) presented the RSCC Campus

Master Plan Update in detail at the work session earlier in the day. He noted that the master plan recommendations reflect not only the campus development that the College would expect to implement in the next five years, but it also identifies additional projects that RSCC should consider beyond that point. Mr. Vaden also noted that the major components of the campus master plan include: space needs that are based on three phases of enrollment growth; additional classroom, lab, library, and administrative space; and, improving access and service through more efficient and effective uses of technology. This master plan update proposes both capital outlay and capital maintenance projects that are anticipated for each phase of enrollment growth. Ms. Winchester called for a motion on staff recommendations to approve the RSCC Master Plan. Mr. Robert White made a motion to approve. Mr. Dale Sims seconded the motion; the motion was duly adopted.

THEC Position Statement Regarding the Funding of Intercollegiate Athletics

Mr. Vaden recounted that Mr. Dale Sims asked the Commission staff at the January Quarterly meeting to deliberate and report to the Commission at the April Quarterly meeting options regarding the proper role of THEC in intercollegiate athletics funding and reporting. Mr. Vaden indicated the Commission created a Plan of Action in 2002 to respond to the state appropriation reductions for higher education. This plan included constraints on education and general funds being used to fund athletics and protection of funding for the teaching functions. Options were referenced for continued focus on intercollegiate athletics that were included in the Commission materials. Mr. Vaden indicated it was the THEC staff recommendation that in addition to reporting on intercollegiate athletics included in the July 1 and October 31 budget review processes, THEC will disseminate this information beyond the Commission and Legislature to include newspapers, student groups, and various interested parties. Mr. Ransom Jones moved to approve the staff recommendation. Mr. Dale Sims seconded the motion. The motion passed.

Minority Teacher Education Awards

Ms. Winchester recognized Dr. William Arnold, Director for Academic Programs and Interagency Grants, to present the recommendations for the Minority Teacher Education Grants. Dr. Arnold noted that the advisory committee and staff recommended approval of the eight projects totaling \$212,000 listed in the agenda item. These project descriptions are included as Attachment D to the official copy of the minutes.

Mr. Murrah moved to accept the committee recommendation to fund the eight projects. Mr. Sims seconded the motion. There being no further discussion, Ms. Winchester called for a vote on the motion that was duly adopted.

GEAR UP and P-16 Status Reports

Dr. Deborah Boyd was recognized to give a report on GEAR UP and P-16 Initiatives. Dr. Boyd briefed the Commission on the implementation of the GEAR UP program. She discussed GEAR UP TN Bridge Incentive Award and the number of students served, amounts awarded in mini grants, professional development, and student activities. She also discussed the GEAR UP TN Scholars Award. Dr. Boyd then recognized Ms. Wendy Tabor to brief the Commission on the college access initiatives and P-16 initiatives. Ms. Tabor discussed the progress with CollegeforTN.org, the state-sponsored student Web portal that is a one-stop college shop where students and their parents can plan, prepare, pay, and apply for college. She also reported on the completion of Education in the South: A Passport to Opportunity. This media grant has been a partnership between the Southern Regional Education Board and the Southern Governors' Association and is funded by the Bill and Melinda Gates Foundation of which Tennessee was chosen as one of the nine states to participate.

Legislative Report

Dr. Arnold was recognized to provide an update on legislative activity. He briefed the Commission on the cigarette tax increase proposed in the Governor's State of the State address, which would generate \$219 M. He stated that since January, there had been a total of 2,394 bills filed in the house and 3,275 in the senate; 68 concerning the lottery. He highlighted SB 98, dealing with THEC's sunset laws which would extend THEC's sunset to 2011, and HB 204 which gives THEC the ability to have the TN Institute of Public Health. He noted other topics that include changes to the lottery scholarship program, expansion of the tuition and fee waiver program, joint study of proprietary schools, and bills that regulate the cost of text books and capping tuition.

Administrative Items

Summer Commission Meeting

Dr. Rhoda advised the Commission that the Summer quarterly meeting will be held on July 26, 2007.

There being no further business, the meeting was adjourned at 3:30.

Approved:

Katie Winchester
Chairman

A C Wharton
Secretary

Institutional Reauthorization (July 1, 2007 - June 30, 2008)

**Institutions with Regular Authorization (279)
[135 authorized institutions with 279 locations]**

Name of Institutions

Academy of Allied Health Careers
Advantage Training Center
All American Schools, LLC
All Saints Bible College
Alliance Tractor Trailer Training Center N.C.
Ambiance Modeling & Talent
American Home Inspectors Training Institute
American Red Cross – Knoxville
Argosy University
Art Instruction Schools – Palmer Writers School
At-Home Professions
Bailey Computing Technologies, Inc.
Belhaven College
Bodyworks School of Massage, Inc.
BRIDGES USA, Inc.
Cambridge College
Career Academy
Career Training Institute - Memphis
Career Training Institute - Nashville
Catalyst Training and Consulting, LLC
Central Michigan University - Chattanooga
Central Michigan University - Memphis
Chattanooga Massage Institute
Church of God School Ministry
Clear Creek Baptist Bible College - Kingston
Codes Unlimited Healthcare Academy
Commercial Carriers Services (CCS)
Commercial Driver Institute, Inc. (CDI)
Concord School of Grooming Knoxville
Covenant College Quest Program - Chattanooga
Covenant College Quest Program - Cleveland
Crown College of the Bible
Culinard, The Culinary Institute of Virginia College
Cumberland Institute of Holistic Therapies, Inc.
DeVry University - Alpharetta GA
DeVry University - Decatur GA
DeVry University - IL - (On-Line)
Draughtons Junior College – 340 Plus Park Blvd - Nashville
Draughtons Junior College - Clarksville
Draughtons Junior College - Murfreesboro
Drive-Train
Electronic Computer Programming College
Embry-Riddle Aeronautical University
Emmanuel Bible College

Fairleigh Dickinson University
Federal Correctional Institution
Fountainhead College of Technology
Goodwill Industries of Middle Tennessee
Goodwill Industries-Knoxville Inc. Vocational Rehabilitation Employment,
Development & Assessment Center
Goodwill Industries-Knoxville Inc. Vocational Rehabilitation - LaFollette
Goodwill Industries-Knoxville Inc. Vocational Rehabilitation - Morristown
Goodwill Industries-Knoxville Inc. Vocational Rehabilitation - Oak Ridge
Goodwill Industries-Knoxville Inc. Vocational Rehabilitation - Sevierville
H & R Block Eastern Enterprises, Inc. - Aloca
H & R Block Eastern Enterprises, Inc. - Bartlett
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H & R Block Eastern Enterprises, Inc. - Bristol
H & R Block Eastern Enterprises, Inc. - Celina
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H & R Block Eastern Enterprises, Inc. - Oak Ridge
H & R Block Eastern Enterprises, Inc. - Oliver Springs
H & R Block Eastern Enterprises, Inc. - Oneida
H & R Block Eastern Enterprises, Inc. - Paris
H & R Block Eastern Enterprises, Inc. - Pulaski
H & R Block Eastern Enterprises, Inc. - Rogersville
H & R Block Eastern Enterprises, Inc. - Sevierville
H & R Block Eastern Enterprises, Inc. - Shelbyville
H & R Block Eastern Enterprises, Inc. - Smyrna
H & R Block Eastern Enterprises, Inc. - Sparta
H & R Block Eastern Enterprises, Inc. - Spring Hill
H & R Block Eastern Enterprises, Inc. - Sweetwater

H & R Block Eastern Enterprises, Inc. - Tazewell
Harding University Graduate School
Health Careers Training Center
Health -Tech Institute of Memphis
Healthflex School of Reflexology
Heartland Truck Driving Institute, LLC
Hiwassee Chapter, American Red Cross
Holston Institute of Healing Arts
Huntington College of Health Sciences
Institute of Allied Health & Commerce
International Academy of Design & Technology (IADT) - Nashville
International Sommelier Guild Ltd. - Memphis
ITT Technical Institute - Cordova
ITT Technical Institute - IN - (On-Line)
ITT Technical Institute - Knoxville
ITT Technical Institute- Nashville
John Casablanacas Modeling & Career Center - Atlanta GA
John Casablanacas Modeling & Career Center - Memphis
John Casablanacas Modeling & Career Center - Nashville
Kaplan Professional Schools/Inspection Training Associates
Knoxville Area Urban League
Knoxville College
Laine Professional Services
Literacy Education and Ability Program, The (LEAP)
Loyola University – Knoxville
Loyola University – Nashville
Massage Institute of Cleveland
Massage Institute of Memphis, LLC
Medical Institute of Technology - Clarksville
Medical Institute of Technology - Madison
MedVance Institute – Cookeville
MedVance Institute – Nashville
Memphis Professional Bartending School
Memphis Urban League
Mid-South Christian College
Miller Motte Technical College - Clarksville
Miller Motte Technical College - Goodlettsville
Miller-Motte Technical College - Chattanooga
Montessori Educators International
NASCAR Technical Institute
Nashville Auction School, LLC
Nashville Auto-Diesel College
Nashville College of Medical Careers
National College of Business & Technology - Bristol
National College of Business & Technology - Knoxville
National College of Business & Technology - Nashville
National Hardwood Lumber Association
NATS, Inc.
Natural Health Institute
New Horizons computer Learning Center - Knoxville

New Horizons Computer Learning Center - Chattanooga
New Horizons Computer Learning Center of Memphis
New Horizons Computer Learning Center of Nashville
North Central Institute
Nossi College of Art
Oak Ridge Regional Training Corporation
O'More College of Design
Oxford Graduate School
Park University
Personal and Career Development Institute
Pontiac Business Institute - Hardeman
Pontiac Business Institute - Metro
Pontiac Business Institute - South Central
Pontiac Business Institute - Whiteville
Professional Bartending School - Nashville
ProMedia Training LLC
Psychological Studies Institute
R.E. West, Inc.
Reflections of Health School of Massage
Regions University, Inc. (On-Line)
Regions University, Inc.. - Nashville
Remington College - Memphis Campus
Remington College - Nashville Campus
Renaissance Center, The
SAE Institute of Technology
Seminary Extension
Smokey Mountain Trucking Institute
South College - Hayfield Rd
Southeast Lineman Training Center
Southeastern Career College - 21st Ave
Southeastern Career College - Thompson Lane
Southern Baptist Theological Seminary - Jackson
Southern Baptist Theological Seminary - Louisville
Southern Baptist Theological Seminary - Maryville
Southern Baptist Theological Seminary - Nashville
Southern Illinois University - COASA
Southern Illinois University - IT
Southern Massage Institute
Spartan College of Aeronautics and Technology
Strayer University - VA (On-Line Campus)
Strayer University - Memphis - Shelby Oaks Campus
Strayer University - Memphis - Thousand Oaks Campus
Strayer University - Nashville Campus
Sullivan University
Swift Driving Academy
TechSkills - Memphis
TechSkills - Nashville
Tennessee Bible College, Inc.
Tennessee Career College, LLC
Tennessee School of Massage

Tennessee School of Therapeutic Massage, Inc.
Transport Training Group
Transportation Training Center, Inc.
Travel School, Inc.
Tri Cities School of Preaching & Christian Development
Troy University
Truck Driver Institute, Inc. (TDI) - Murfreesboro
Tulsa Welding School – FL
UCP/Memphis Works
United Truck Driving School
Universal Technical Institute - Houston
Universal Technical Institute Motorcycle & Marine Mechanics Institute &
Automotive Divisions
University of Arkansas - Millington
University of Phoenix - AZ - (Online)
University of Phoenix – Franklin
University of Phoenix - Memphis
University of Phoenix - Nashville
University of St. Francis - Chattanooga
University of St. Francis - Joliet, IL
University of St. Francis - Knoxville
University of St. Francis - Memphis
University of St. Francis - Nashville
Urban League of Greater Chattanooga
Vatterott College
Virginia College - Technical (VC Tech) - Pelham
Virginia Intermont College
Visible School - Music and Worship Arts College
Volunteer Training Center, Inc. - Murfreesboro
Walden University
Webster University
West Tennessee Business College
Wilhelmina Dan New Faces
Williamson Christian College - Murfreesboro Road
Williamson Christian College - Seaboard Lane
Wyoming Technical Institute (WyoTech)
Wyoming Technical Institute (WyoTech) - PA

Institutions with Temporary Authorization (56)
[47 authorized institutions with 56 locations]

Name of Institutions

ABC Bartending Schools, Inc.
All American Driving Academy
American Technologies Center for Unexploded Ordnance (UXO) Training
Art Institute of Tennessee - Nashville, The
Ashford University
BR & Associates
Brown Mackie College
Central Michigan University - Cordova

ConCorde Career College
Connecticut School of Broadcasting - Nashville
DeVry University – Memphis
Downtown Aviation
Draughons Junior College – 283 Plus Park Blvd - Nashville
East Tennessee School of Preaching and Missions
Faith is the Victory Life Christian Bible Institute
First Class Truck Driver Training Center
Georgia Career Institute - McMinnville
Georgia Career Institute - Murfreesboro
Harvest Institute for Biblical Studies
Institute for Global Outreach Developments International, The
Insurance Systems of TN, A Dearborn Company - Chattanooga
Insurance Systems of TN, A Dearborn Company - Knoxville
Insurance Systems of TN, A Dearborn Company - Memphis
Insurance Systems of TN, A Dearborn Company - Nashville
International Sommelier Guild Ltd. - Knoxville
Manpower, Inc. (Nashville Regional Office)
Memphis Montessori Institute at Lamplighter School
Meridian Institute of Surgical Assisting, Inc.
Milan Express Driving Academy
National College of Business & Technology - Bartlett
National College of Business & Technology - Madison
National College of Business & Technology - Memphis
New Beginnings Employment & Training Center
Prepare to Care Training Center, Inc.
Private First Class Driving Academy
Professional Bartending School - Knoxville
Reformed Theological Seminary
Roadmaster Driver's School of West Memphis, Inc.
School of Caring
South College - Lonas Drive
Strayer University - Knoxville Campus
Superior Drivers Institute
Superior Truck Driving School
Tennessee Health Careers, LLC
Tri County Driving Academy
Troy University- e-Campus
Truck Driver Institute, Inc. (TDI) - Tupelo
Tulsa Welding School – OK
University of Phoenix - Chattanooga
Virginia College School of Business and Health
Volunteer Training Center - Chattanooga
Volunteer Training Center - Leoma
Williamson Christian College - Smyrna
Wyoming Technical Institute (WyoTech) - FL

Institutions with Conditional Authorization (5)
[2 authorized institutions with 5 locations]

Name of Institutions

C.O.R.E. Center of Rehabilitative Education Massage Institute
High Tech Institute – Memphis
High Tech Institute – Summer Tree
High Tech Institute – Nashville
High Tech Institute – Phoenix

Non-renewal of Authorization (2)

Non-renewal of Authorization in TN, however still operating in other states.

Name of Institutions

C1 Professional Training Center effective 06/30/2007
Delta Technical College effective 06/30/2007

Closed – Non-renewal of Authorization (1)

Name of Institutions

Memphis Recording Academy, LLC effective 01/17/2007

Temporary Authorization of New Institutions under the Postsecondary Authorization Act

A. Argosy University/Chicago – Online

Chicago, IL

Argosy University – Online is located at 350 North Orleans Street in Chicago, Illinois. The institution is a for-profit corporation that is accredited by the Higher Learning Commission of the North Central Association (NCA).

The institution will offer seventeen programs:

Program: Finance
Credential Awarded: Doctor of Business of Administration
Length of Program: 60 semester credit hours (48 months)

Program: Management
Credential Awarded: Doctor of Business of Administration
Length of Program: 60 semester credit hours (48 months)

Program: Marketing
Credential Awarded: Doctor of Business of Administration
Length of Program: 60 semester credit hours (48 months)

Program: Community College Executive Leadership
Credential Awarded: Doctor of Education
Length of Program: 60 semester credit hours (48 months)

Program:	Counseling Psychology
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Counselor Education and Supervision
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Educational Leadership
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Instructional Leadership, Higher Education Administration
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Instructional Leadership, K-12 Education
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Organizational Leadership
Credential Awarded:	Doctor of Education
Length of Program:	60 semester credit hours (48 months)
Program:	Educational Leadership
Credential Awarded:	Master of Arts
Length of Program:	36 semester credit hours (24 months)
Program:	Instructional Leadership
Credential Awarded:	Master of Arts
Length of Program:	36 semester credit hours (24 months)
Program:	Finance
Credential Awarded:	Master of Business Administration
Length of Program:	36 semester credit hours (24 months)
Program:	Management
Credential Awarded:	Master of Business Administration
Length of Program:	36 semester credit hours (24 months)
Program:	Marketing
Credential Awarded:	Master of Business Administration
Length of Program:	36 semester credit hours (24 months)
Program:	Management
Credential Awarded:	Master of Science
Length of Program:	36 semester credit hours (24 months)
Program:	Psychology
Credential Awarded:	Bachelor of Arts

Length of Program: 78 semester credit hours (24 months)

The institution participates in Title IV funding.

B. DeVry University

Nashville, TN

DeVry University – Nashville is located at 3343 Perimeter Hill Drive in Nashville, Tennessee. The institution is a for-profit corporation that is accredited by the Higher Learning Commission of the North Central Association (NCA).

The institution will offer seventy programs:

Program: Accounting and Financial Management/CFA Exam Prep
 Credential Awarded: Master of Accounting and Financial Management
 Length of Program : 44 semester credit hours (14 months)

Program: Accounting and Financial Management/CFE Exam Prep
 Credential Awarded: Master of Accounting and Financial Management
 Length of Program: 45 semester credit hours (16 months)

Program: Accounting and Financial Management/CPA Exam Prep
 Credential Awarded: Master of Accounting and Financial Management
 Length of Program: 45 semester credit hours (16 months)

Program: Accounting
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: Business Administration
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: Electronic Commerce Management
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: Finance
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: General Management
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: Health Services
 Credential Awarded: Master of Business Administration
 Length of Program: 48 semester credit hours (16 months)

Program: Hospitality Management
 Credential Awarded: Master of Business Administration

Length of Program:	48 semester credit hours (16 months)
Program:	Human Resources
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Information Security
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Information Systems Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	International Business
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Marketing
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Network and Communications Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Project Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Public Administration
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Security Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Human Resource Management
Credential Awarded:	Master of Human Resource Management
Length of Program:	45 semester credit hours (15 months)
Program:	Data Administration and Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Distributed Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)

Program:	Electronic Commerce
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Global Outsourcing Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Health Information Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Information Security
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Information System Applications
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Information Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Information Systems Tools
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Network Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Project Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (15 months)
Program:	Electronic Commerce
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Network and Communications Management
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Project Management
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Security

Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Technology Applications
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Wireless
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (15 months)
Program:	Project Management
Credential Awarded:	Master of Project Management
Length of Program:	42 semester credit hours (14 months)
Program:	Public Administration in Government Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (15 months)
Program:	Public Administration in Healthcare Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (15 months)
Program:	Public Administration in Non-Profit Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (15 months)
Program:	Accounting
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Business Administration
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Electronic Commerce Management
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Entrepreneurship
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Financial Analysis
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Health Services Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)

Program:	Human Resource Management
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Information Security
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Information Systems Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Network and Communications Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Project Management
Credential Awarded:	Graduate Certificate
Length of Program:	18 semester credit hours (6 months)
Program:	Wireless Communications
Credential Awarded:	Graduate Certificate
Length of Program:	18 semester credit hours (6 months)
Program:	Accounting
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Business Administration
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Business Information Systems
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Finance
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Health Services Management
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Hospitality Management
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Human Resource Management

Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Operations Management
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Project Management
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Sales and Marketing
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Security Management
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Small Business Management and Entrepreneurship
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Technical Communication
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)
Program:	Technical Management
Credential Awarded:	Bachelor of Science in Technical Management
Length of Program:	122 semester credit hours (30 months)
Program:	Criminal Justice
Credential Awarded:	Bachelor of Science in Technical Management
Length of Program:	122 semester credit hours (30 months)
Program:	Health Information Management
Credential Awarded:	Bachelor of Science in Technical Management
Length of Program:	122 semester credit hours (30 months)
Program:	Network Systems Administration
Credential Awarded:	Associate of Applied Science
Length of Program:	67 semester credit hours (19 months)

The institution participates in Title IV funding.

C. Insurance System of TN/Kaplan Financial

Johnson City, TN

Insurance Systems of Tennessee, Kaplan Financial - Johnson City is located at 208 Sunset Drive in Johnson City, Tennessee. The institution is a for-profit corporation. All classes will be available at their Johnson City site.

The institution will offer ten programs.

Program: Series 6 Classroom
 Credential Awarded: N/A
 Length of Program: 20 contact hours (2 ½ days)

Program: Series 7 Classroom
 Credential Awarded: N/A
 Length of Program: 40 contact hours (5 days)

Program: Series 63 Classroom
 Credential Awarded: N/A
 Length of Program: 4 contact hours (½ day)

Program: Tennessee Casualty Classroom
 Credential Awarded: N/A
 Length of Program: 20 contact hours (2 ½ days)

Program: Tennessee Health Only Classroom
 Credential Awarded: N/A
 Length of Program: 16 contact hours (2 ½ days)

Program: Tennessee Life and Health Classroom
 Credential Awarded: N/A
 Length of Program: 32 contact hours (4 days)

Program: Tennessee Life Only
 Credential Awarded: N/A
 Length of Program: 16 contact hours (2 ½ days)

Program: Tennessee Property and Casualty Classroom
 Credential Awarded: N/A
 Length of Program: 32 contact hours (4 days)

Program: Tennessee Property Only Classroom
 Credential Awarded: N/A
 Length of Program: 20 contact hours (2 ½ days)

Program: Title Insurance Classroom
 Credential Awarded: N/A
 Length of Program: 6 contact hours (1 day)

The institution does not participate in Title IV funding.

D. Metalcraft Tools Skill Center

Crossville, TN

Metalcraft Tools Skill Center is located at 17 Park Lane Spur in Crossville, Tennessee. The institution is a sole proprietorship.

The institution will offer one program.

Program: Motorsport and Performance Vehicle Fabrication
Credential Awarded: Certificate of Completion
Length of Program: 1,280 contact hours (12 months)

The institution does not participate in Title IV funding.

E. Mind Body Institute, LLC

Nashville, TN

Change of Ownership:

Mind Body Institute, LLC is located at 2416 Music Valley Drive, Suite 119 in Nashville, Tennessee. The institution is a limited liability corporation and has been authorized by THEC since 1996 as The Institute of Therapeutic Massage & Movement.

The institution was sold to David and Maj-Lis Nash on January 5, 2007.

The institution will offer one program that is already approved by THEC:

Program: Massage Therapy
Credential Awarded: Diploma
Length of Program: 600 contact hours (9 months)

The institution does not participate in Title IV funding.

New Programs under the Postsecondary Authorization Act

A. Art Institute of Tennessee, The

Nashville, TN

The Art Institute of Tennessee - Nashville is seeking authorization for two new Bachelor of Fine Arts programs in Fashion and Retail Management and Photographic Imaging and one new Associate of Arts program in Video Productions. The programs will be taught by faculty at their authorized site in Nashville, TN.

Program: Fashion and Retail Management
Credential Awarded: Bachelor of Fine Arts
Length of Program: 144 quarter credit hours (48 months)

Program: Photographic Imaging
Credential Awarded: Bachelor of Fine Arts
Length of Program: 192 quarter credit hours (36 months)

Program: Video Production
 Credential Awarded: Associate of Arts
 Length of Program: 96 quarter credit hours (16.5 months)

The institution participates in Title IV funding.

B. DeVry University

Alpharetta, GA

DeVry University - Alpharetta is seeking authorization for sixteen new programs, twelve Bachelor of Science in Business Administration degrees in: Accounting, Business Information Systems, Finance, Health Services Management, Hospitality Management, Human Resource Management, Operations Management, Project Management, Sales and Marketing, Security Management, Small Business Management, and Technical Communication; three Bachelor of Science in Technical Management degree programs in: Criminal Justice, Health Information Management, and Technical Management; and one Associate of Applied Science degree program in Web Graph Design. The programs will be taught by faculty from their authorized site in Alpharetta, GA.

The institution will offer sixteen programs:

Program: Accounting
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Business Information Systems
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Finance
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Health Services Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Hospitality Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Human Resource Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Operations Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Project Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Sales and Marketing
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Security Management
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Small Business Management and Entrepreneurship
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Technical Communication
 Credential Awarded: Bachelor of Science in Business Administration
 Length of Program: 124 semester credit hours (30 months)

Program: Technical Management
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Criminal Justice
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Health Information Management
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Web Graph Design
 Credential Awarded: Associate of Applied Science
 Length of Program: 67 semester credit hours (19 months)

The institution participates in Title IV funding.

C. DeVry University

Decatur, GA

DeVry University - Decatur is seeking authorization for sixteen new programs, twelve Bachelor of Science in Business Administration degrees in: Accounting, Business Information Systems, Finance, Health Services Management, Hospitality Management, Human Resource Management, Operations Management, Project Management, Sales and Marketing, Security Management, Small Business Management, and Technical Communication; three Bachelor of Science in Technical Management degree programs in: Criminal Justice, Health Information Management, and Technical Management; and one Associate of Applied Science degree program in Web Graph Design. The programs will be taught by faculty from their authorized site in Decatur, GA.

The institution will offer sixteen programs:

Program: Accounting
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Business Information Systems
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Finance
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Health Services Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Hospitality Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Human Resource Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Operations Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Project Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Sales and Marketing
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Security Management
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Small Business Management and Entrepreneurship
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Technical Communication
Credential Awarded: Bachelor of Science in Business Administration
Length of Program: 124 semester credit hours (30 months)

Program: Technical Management
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Criminal Justice
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Health Information Management
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Network Systems Administration
 Credential Awarded: Associate of Applied Science
 Length of Program: 67 semester credit hours (19 months)

The institution participates in Title IV funding.

D. DeVry University

Memphis, TN

DeVry University - Memphis is seeking authorization for two new programs, a Bachelor of Science degree program in Business Administration and Technical Communication and an Associate of Applied Science in Network Systems Administration. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

Program: Business Administration and Technical Communication
 Credential Awarded: Bachelor of Science
 Length of Program: 124 semester credit hours (30 months)

Program: Network Systems Administration
 Credential Awarded: Associate of Applied Science
 Length of Program: 67 semester credit hours (19 months)

The institution participates in Title IV funding.

E. DeVry University (Online)

Naperville, IL

DeVry University - Online is seeking authorization for sixty-eight new programs, three Master of Accounting and Financial Management Degrees in: CFA Exam Prep, CPA Exam Prep, and CFE Exam Prep; sixteen Master of Business Administration Degrees in: Accounting, Business Administration, Electronic Commerce Management, Finance, General Management, Health Services, Hospitality Management, Human Resources, Information Security, Information Systems Management, International Business, Marketing, Network and Communications Management, Project Management, Public Administration,

and Security Management; one Master of Human Resource Management Degree in Human Resource Management; ten Master of Information Systems Management Degrees in: Data Administration and Management, Distributed Systems Management, Electronic Commerce, Global Outsourcing Management, Health Information Systems Management, Information Security, Information Systems Applications, Information Systems Management, Information Systems Tools, and Network Management; six Master of Network and Communications Management Degrees in: Electronic Commerce, Network and Communications Management, Project Management, Security, Technology Applications, and Wireless; one Master of Project Management Degree in Project Management; three Master of Public Administration Degrees in: Government Management, Healthcare Management, and Nonprofit Management; twelve Graduate Certificates in: Accounting, Business Administration, Electronic Commerce Management, Entrepreneurship, Financial Analysis, Health Services Management, Human Resource Management, Network and Communications Management, Information Security, Information Systems Management, Project Management, and Wireless Communications; twelve Bachelor of Science in Business Administration in: Accounting, Business Information Systems, Finance, Health Services Management, Hospitality Management, Human Resource Management, Operations Management, Project Management, Sales and Marketing, Security Management, Small Business Management and Technical Communication; three Bachelor of Science Degrees in: Technical Management, Criminal Justice, and Health Information Management; and one Associate of Applied Science Degree in Web Graphic Design. The institution is a recruitment only institution and all classes are available online.

The institution will offer sixty-eight programs:

Program:	Accounting and Financial Management/CFA Exam Prep
Credential Awarded:	Master of Accounting and Financial Management
Length of Program:	44 semester credit hours (14 months)

Program:	Accounting and Financial Management/CFE Exam Prep
Credential Awarded:	Master of Accounting and Financial Management
Length of Program:	45 semester credit hours (16 months)

Program:	Accounting and Financial Management/CPA Exam Prep
Credential Awarded:	Master of Accounting and Financial Management
Length of Program:	45 semester credit hours (16 months)

Program:	Accounting
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)

Program:	Business Administration
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)

Program:	Electronic Commerce Management
Credential Awarded:	Master of Business Administration

Length of Program:	48 semester credit hours (16 months)
Program:	Finance
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	General Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Health Services
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Hospitality Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Human Resources
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Information Security
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Information Systems Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	International Business
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Marketing
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Network and Communications Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Project Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Public Administration
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)

Program:	Security Management
Credential Awarded:	Master of Business Administration
Length of Program:	48 semester credit hours (16 months)
Program:	Human Resource Management
Credential Awarded:	Master of Human Resource Management
Length of Program:	45 semester credit hours (16 months)
Program:	Data Administration and Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Distributed Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Electronic Commerce
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Global Outsourcing Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Health Information Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Information Security
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Information System Applications
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Information Systems Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Information Systems Tools
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Network Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)

Program:	Project Management
Credential Awarded:	Master of Information Systems
Length of Program:	45 semester credit hours (16 months)
Program:	Electronic Commerce
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Network and Communications Management
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Project Management
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Security
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Technology Applications
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Wireless
Credential Awarded:	Master of Network and Communications Management
Length of Program:	45 semester credit hours (16 months)
Program:	Project Management
Credential Awarded:	Master of Project Management
Length of Program:	42 semester credit hours (14 months)
Program:	Public Administration in Government Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (16 months)
Program:	Public Administration in Healthcare Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (16 months)
Program:	Public Administration in Non-Profit Management
Credential Awarded:	Master of Public Administration
Length of Program:	45 semester credit hours (16 months)
Program:	Accounting
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)

Program:	Business Administration
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Electronic Commerce Management
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Entrepreneurship
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Financial Analysis
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Health Services Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Human Resource Management
Credential Awarded:	Graduate Certificate
Length of Program:	24 semester credit hours (8 months)
Program:	Information Security
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Information Systems Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Network and Communications Management
Credential Awarded:	Graduate Certificate
Length of Program:	21 semester credit hours (8 months)
Program:	Project Management
Credential Awarded:	Graduate Certificate
Length of Program:	18 semester credit hours (6 months)
Program:	Wireless Communications
Credential Awarded:	Graduate Certificate
Length of Program:	18 semester credit hours (6 months)
Program:	Accounting
Credential Awarded:	Bachelor of Science
Length of Program:	124 semester credit hours (30 months)

Program: Business Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Finance
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Health Services Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Hospitality Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Human Resource Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Operations Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Project Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Sales and Marketing
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Security Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Small Business Management
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Technical Communication
Credential Awarded: Bachelor of Science
Length of Program: 124 semester credit hours (30 months)

Program: Criminal Justice
Credential Awarded: Bachelor of Science in Technical Management
Length of Program: 122 semester credit hours (30 months)

Program: Health Information Management
 Credential Awarded: Bachelor of Science in Technical Management
 Length of Program: 122 semester credit hours (30 months)

Program: Web Graphic Design
 Credential Awarded: Associate of Applied Science
 Length of Program: 67 semester credit hours (19 months)

The institution participates in Title IV funding.

F. Insurance Systems of TN, Kaplan Financial Chattanooga, TN

Insurance Systems of Tennessee, Kaplan Financial - Chattanooga is seeking authorization for one three new programs in: Series 6: Investment Company Products/Variable Contracts Limited Representative, Series 7: General Securities Representative, and Series 63: Uniform Securities Agent/State Law Examination. The programs will be taught by faculty from their authorized site in Chattanooga, Tennessee.

Program: The Series 6: Investment Company
 Products/Variable Contracts Limited Representative
 Credential Awarded: N/A
 Length of Program: 20 contact hours (2 ½ days)

Program: Series 7: General Securities Representative
 Credential Awarded: N/A
 Length of Program: 40 contact hours (5 days)

Program: Series 63: Uniform Securities Agent State Law
 Examination Series 63 Classroom
 Credential Awarded: N/A
 Length of Program: 4 contact hours (½ day)

The institution does not participate in Title IV funding.

G. Insurance Systems of TN, Kaplan Financial Knoxville, TN

Insurance Systems of Tennessee, Kaplan Financial - Knoxville is seeking authorization for one new program, a Series 7: General Securities Representative program. The program will be taught by faculty from their authorized site in Knoxville, Tennessee.

Program: Series 7: General Securities Representative
 Credential Awarded: N/A
 Length of Program: 40 contact hours (5 days)

The institution does not participate in Title IV funding.

H. Insurance Systems of TN, Kaplan Financial Memphis, TN

Insurance Systems of Tennessee, Kaplan Financial - Memphis is seeking authorization for one six new programs in: Series 6: Investment Company Products/Variable Contracts Limited Representative, Series 7: General Securities Representative, Series 24: General Securities Principal, Series 63: Uniform Securities Agent State Law Examination, Series 65: Uniform Investment Adviser Law, and Series 66: Uniform Combined State Law. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

Program: The Series 6: Investment Company Products/Variable Contracts Limited Representative
 Credential Awarded: N/A
 Length of Program: 20 contact hours (2 ½ days)

Program: Series 7: General Securities Representative
 Credential Awarded: N/A
 Length of Program: 40 contact hours (5 days)

Program: Series 24: General Securities Principal
 Credential Awarded: N/A
 Length of Program: 16 contact hours (2 days)

Program: Series 63: Uniform Securities Agent State Law Examination
 Credential Awarded: N/A
 Length of Program: 4 contact hours (½ day)

Program: Series 65: Uniform Investment Adviser Law
 Credential Awarded: N/A
 Length of Program: 16 contact hours (2 days)

Program: Series 66: Uniform Combined State Law Examination
 Credential Awarded: N/A
 Length of Program: 8 contact hours (1 day)

The institution does not participate in Title IV funding.

I. Insurance Systems of TN, Kaplan Financial Nashville, TN

Insurance Systems of Tennessee, Kaplan Financial - Nashville is seeking authorization for one new program, a Series 4: Registered Options Principal program. The program will be taught by faculty from their authorized site in Nashville, Tennessee.

Program: Series 4: Registered Options Principal
 Credential Awarded: N/A
 Length of Program: 8 contact hours (1 day)

The institution does not participate in Title IV funding.

J. International Academy of Design & Technology Nashville, TN

International Academy of Design and Technology is seeking authorization for one new program, an Associate of Applied Science Degree in Digital Photography. The program will be taught by faculty at their authorized site in Nashville, Tennessee.

Program: Digital Photography
Credential Awarded: Associate of Applied Science
Length of Program: 90 quarter credit hours (9 months)

The institution participates in Title IV funding.

K. Miller-Motte Technical College Goodlettsville, TN

Miller-Motte Technical College - Goodlettsville is seeking authorization for two new programs, one Associate of Applied Science Degree program in Building Maintenance and one Diploma program in Building Maintenance. The programs will be taught by faculty from their authorized site in Goodlettsville, Tennessee.

Program: Building Maintenance
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24-months)

Program: Building Maintenance
Credential Awarded: Diploma
Length of Program: 64 quarter credit hours (12-months)

The institution participates in Title IV funding.

L. National College of Business & Technology Memphis, TN

National College of Business and Technology – Memphis is seeking authorization for one Diploma program, a Software Applications Specialist Diploma. The program will be taught by faculty at their authorized site in Memphis, Tennessee.

Program: Software Applications Specialist
Credential Awarded: Diploma
Length of Program: 24 quarter credit hours (6 months)

The institution participates in Title IV funding.

M. New Horizon Computer Learning Centers Knoxville, TN

New Horizons Computer Learning Center – Knoxville is seeking authorization for one new Certificate of Completion program in Game Programmer. The

program will be taught by faculty from their authorized site in Knoxville, Tennessee.

Program: Game Programmer
Credential Awarded: Certificate of Completion
Length of Program: 150 contact hours (9 months)

The institution does not participate in Title IV funding.

N. Regions University (Online)

Montgomery, AL

Regions University – Online is seeking authorization for two new Bachelor of Science degrees in Public Safety and Business/Organizational Security and Public Safety and Homeland Security and one new Associate of Arts degree in Liberal Studies. The institution is a recruitment only institution and all classes will be available online.

Program: Public Safety and Business/Organizational Security
Credential Awarded: Bachelor of Science
Length of Program: 128 semester credit hours (44 months)

Program: Public Safety and Homeland Security
Credential Awarded: Bachelor of Science
Length of Program: 128 semester credit hours (44 months)

Program: Liberal Studies
Credential Awarded: Associate of Arts
Length of Program: 64 semester credit hours (20 months)

The institution participates in Title IV funding

O. TechSkills

Memphis, TN

Tech Skills - Memphis is seeking authorization for two new Certificate of Completion programs in: Health Services Information Specialist and IT Systems Administrator. The programs will be taught by faculty at their authorized site in Memphis, Tennessee.

Program: Health Services Information Specialist
Credential Awarded: Certificate of Completion
Length of Program: 520 contact hours (7 months)

Program: Information Systems Administrator
Credential Awarded: Certificate of Completion
Length of Program: 555 contact hours (9.25 months)

The institution does not participate in Title IV funding.

P. TechSkills

Nashville, TN

Tech Skills - Nashville is seeking authorization for two new Certificate of Completion programs in: Health Services Information Specialist and IT Systems Administrator. The programs will be taught by faculty at their authorized site in Nashville, Tennessee.

Program: Health Services Information Specialist
 Credential Awarded: Certificate of Completion
 Length of Program: 520 contact hours (7 months)

Program: Information Systems Administrator
 Credential Awarded: Certificate of Completion
 Length of Program: 555 contact hours (9.25 months)

The institution does not participate in Title IV funding.

Q. Troy University- eCampus

Troy, AL

Troy University – eCampus is seeking authorization for eleven new programs, one Master of Science degree in Criminal Justice; seven Bachelor of Science degrees in: Business Administration, Criminal Justice, Sports and Fitness Management – Athletics, Sports and Fitness Management – Exercise Performance, Sports and Fitness Management – Health Promotion, Sports and Fitness Management – Recreation, Sports and Fitness Management – Sports Management; one Bachelor of Applied Science degree in Resources and Technology Management; and two Associate of Science degrees in General Education-Business Administration and General Education-Criminal Justice. The institution is a recruitment only institution and all classes will be available online.

The institution will offer eleven programs:

Program: Criminal Justice
 Credential Awarded: Master of Science
 Length of Program: 36 semester credit hours (14 months)

Program: Business Administration
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (48 months)

Program: Criminal Justice
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (48 months)

Program: Sports and Fitness Management - Athletics
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (48 months)

Program: Sports and Fitness Management – Exercise Performance
 Credential Awarded: Bachelor of Science

Length of Program:	120 semester credit hours (48 months)
Program:	Sports and Fitness Management – Health Promotion
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (48 months)
Program:	Sports and Fitness Management – Recreation
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (48 months)
Program:	Sports and Fitness Management – Sports Management
Credential Awarded:	Bachelor of Science
Length of Program:	120 semester credit hours (48 months)
Program:	Resources and Technology Management
Credential Awarded:	Bachelor of Applied Science
Length of Program:	120 semester credit hours (48 months)
Program:	General Education – Business Administration
Credential Awarded:	Associate of Science
Length of Program:	60 semester credit hours (24 months)
Program:	General Education – Criminal Justice
Credential Awarded:	Associate of Science
Length of Program:	60 semester credit hours (24 months)

The institution participates in Title IV funding.

R. University of Phoenix

Chattanooga, TN

University of Phoenix – Chattanooga is seeking authorization to offer nine new programs, four Master of Arts degrees: in Education – Administration and Supervision, Education – Curriculum and Instruction, Elementary Teacher Education, and Secondary Teacher Education; two Master of Science degrees in Administration of Justice and Security and Psychology; and three Bachelor of Science degrees in: Business Management, Elementary Education, and Psychology. The programs will be taught by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer nine programs:

Program:	Education in Administration and Supervision
Credential Awarded:	Master of Arts
Length of Program:	40 semester credit hours (21 months)
Program:	Education/Curriculum and Instruction
Credential Awarded:	Master of Arts
Length of Program:	31 semester credit hours (16 months)
Program:	Elementary Teacher Education

Credential Awarded: Master of Arts
 Length of Program: 41 semester credit hours (21 months)

Program: Secondary Teacher Education
 Credential Awarded: Master of Arts
 Length of Program: 35 semester credit hours (18 months)

Program: Administration of Justice and Security
 Credential Awarded: Master of Science
 Length of Program: 36 semester credit hours (18 months)

Program: Psychology
 Credential Awarded: Master of Science
 Length of Program: 39 semester credit hours (20 months)

Program: Business Management
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

Program: Elementary Education
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

Program: Psychology
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

S. University of Phoenix

Franklin, TN

University of Phoenix – Franklin is seeking authorization to offer two programs, two Master of Science degrees in Administration of Justice and Security and Psychology. The programs will be taught by faculty from their authorized site in Franklin, Tennessee.

The institution will offer two programs:

Program: Administration of Justice and Security
 Credential Awarded: Master of Science
 Length of Program: 36 semester credit hours (18 months)

Program: Psychology
 Credential Awarded: Master of Science
 Length of Program: 39 semester credit hours (20 months)

The institution participates in Title IV funding.

T. University of Phoenix

Memphis, TN

University of Phoenix – Memphis is seeking authorization to offer nine new programs, four Master of Arts degrees: in Education – Administration and Supervision, Education – Curriculum and Instruction, Elementary Teacher Education, and Secondary Teacher Education; two Master of Science degrees in Administration of Justice and Security and Psychology; and three Bachelor of Science degrees in: Business Management, Elementary Education, and Psychology. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer nine programs:

Program: Education in Administration and Supervision
 Credential Awarded: Master of Arts
 Length of Program: 40 semester credit hours (21 months)

Program: Education/Curriculum and Instruction
 Credential Awarded: Master of Arts
 Length of Program: 31 semester credit hours (16 months)

Program: Elementary Teacher Education
 Credential Awarded: Master of Arts
 Length of Program: 41 semester credit hours (21 months)

Program: Secondary Teacher Education
 Credential Awarded: Master of Arts
 Length of Program: 35 semester credit hours (18 months)

Program: Administration of Justice and Security
 Credential Awarded: Master of Science
 Length of Program: 36 semester credit hours (18 months)

Program: Psychology
 Credential Awarded: Master of Science
 Length of Program: 39 semester credit hours (20 months)

Program: Business Management
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

Program: Elementary Education
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

Program: Psychology
 Credential Awarded: Bachelor of Science
 Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

U. University of Phoenix

Nashville, TN

University of Phoenix – Nashville is seeking authorization to offer two programs, two Master of Science degrees in Administration of Justice and Security and Psychology. The programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer two programs:

Program: Administration of Justice and Security
Credential Awarded: Master of Science
Length of Program: 36 semester credit hours (18 months)

Program: Psychology
Credential Awarded: Master of Science
Length of Program: 39 semester credit hours (20 months)

The institution participates in Title IV funding.

V. University of Phoenix (Online)

Phoenix, AZ

University of Phoenix – On-line is seeking authorization for four new programs, a Master of Science in Psychology and three Bachelor of Science degrees in: Business Finance, Business Management, and Business Organizational Innovation. The institution is a recruitment only institution and all classes are available online.

The institution will offer four programs:

Program: Psychology
Credential Awarded: Master of Science
Length of Program: 39 semester credit hours (20 months)

Program: Finance
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

Program: Management
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

Program: Organizational Innovation
Credential Awarded: Bachelor of Science in Business
Length of Program: 120 semester credit hours (50 months)

The institution participates in Title IV funding.

W. Wyoming Technical Institute (WyoTech)

Ormond Beach, FL

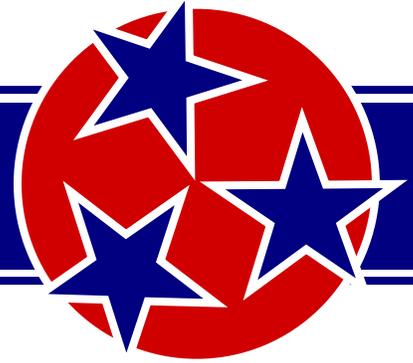
WyoTech – Ormond Beach, FL is seeking authorization for three new diploma programs in: Marine Technology, Motorcycle Technician, and Motorcycle Technology. This is a recruitment only institution and all programs will be taught by faculty at their authorized site in Ormond Beach, FL.

Program: Marine Technology
Credential Awarded: Diploma
Length of Program: 1,000 contact hours (6 months)

Program: Motorcycle Technician
Credential Awarded: Diploma
Length of Program: 1,000 contact hours (6 months)

Program: Motorcycle Technology
Credential Awarded: Diploma
Length of Program: 1,500 contact hours (9 months)

The institution participates in Title IV funding.



**FINAL REPORT AND RECOMMENDATIONS OF THE
TENNESSEE HIGHER EDUCATION COMMISSION
LOTTERY SCHOLARSHIP COMMITTEE**

April 13, 2007

**Final Report and Recommendations of the
Tennessee Higher Education Commission
Lottery Scholarship Committee**

EXECUTIVE SUMMARY

The Tennessee Higher Education Commission established a Lottery Scholarship Committee to address scholarship retention rates and socioeconomic disparities in scholarship qualification and retention. This ad hoc committee held a series of meetings over a two month period to develop recommendations to the Commission and the Tennessee General Assembly. The committee's hearings and data analysis led to several broad conclusions:

- Scholarship retention is largely predicated on the level of academic preparation in high school;
- Caucasian and African American scholarship recipients differed in the primary methods by which they qualified for an award;
- A "B" average in high school is not necessarily predictive of a "B" average in college; and
- Based on scholarship retention rates and ACT scores, high school academic preparation appears uneven across the state.

The committee's recommendations are organized under four major topical areas:

1. High School Standards for Initial Scholarship Eligibility. The committee finds that lottery scholarship policy should encourage rigorous high school preparation so that students will have the academic foundation to thrive at the postsecondary level.

- A. The General Assembly should not lower the high school academic standards required to qualify for the HOPE or ASPIRE awards.
- B. The General Assembly should broaden the initial eligibility criteria for the need-based Access grant by requiring either a minimum high school GPA or a minimum ACT score, as is the case with other lottery scholarship awards. *(Estimate of fiscal impact: \$1 million in year one; \$1.5 million fully implemented.)*
- C. Continued study of the differences in scholarship retention rates based on academic high school performance in differing high schools should be encouraged, to better ascertain uneven academic preparation across the state.

2. Early Preparation and Awareness. The committee finds that students need to be challenged to take courses that lead to college readiness and the associated lifelong benefits of choosing this avenue of preparation. If college access is to be truly meaningful, students need a certain skill set upon entering college that will help ensure access to a college credential – a desirable outcome for students and the state.

- A. Lottery scholarship requirements or rewards should promote a college preparatory curriculum in high school. This could be done by requiring certain coursework to receive a lottery scholarship, or by providing an increased dollar amount for students who complete such a curriculum.
- B. High schools should provide students with checkpoints for high school preparation to assist them in determining their college readiness.
- C. The communication services division of the Tennessee Student Assistance Corporation should be equipped with additional sufficient resources to effectively disseminate information statewide about the benefits of the lottery scholarship program and the need for rigorous academic preparation in high school.

3. College Standards for Maintaining Scholarship Eligibility. The committee finds that several steps should be taken in order to help current lottery scholarship recipients maintain scholarship eligibility.

- A. The General Assembly should establish 2.75 as the college cumulative GPA required for scholarship retention at all checkpoints for college credit hours attempted. *(Estimate of fiscal impact: \$7 million in year one; \$16 million fully implemented.)*
- B. THEC should convene a biennial statewide summit involving public and independent institutions so that campuses can share best practices in college and scholarship retention.
- C. Campuses should develop an early alert mechanism that connects scholarship recipients with available campus academic success resources if their performance falls below a specified level.

4. Expanding the Reach of Lottery Resources to Increase Educational Attainment Levels in Tennessee. The committee finds that the following state strategies would leverage lottery dollars to reach out to underserved student populations in order to increase the percentage of Tennesseans completing some level of higher education.

- A. Interest earned on the lottery reserve account should be dedicated to supplementing legislative appropriations to the need-based Tennessee Student Assistance Award. *(No impact on lottery revenues available for annual program expenses; size of contribution to TSAA depends on lottery reserve account balance.)*
- B. The General Assembly should expand the eligibility criteria of the lottery scholarship's existing Nontraditional Student Grant to invite greater access by adults seeking a postsecondary credential. *(Estimate of fiscal impact: \$2 million in year one; \$3 million fully implemented.)*
- C. The General Assembly should establish a statewide early commitment program, modeled on successful state and local programs, providing a tuition benefit to low-income students who graduate from high school with a college preparatory curriculum regardless of the high school grade point average achieved. *(Estimate of fiscal impact: \$4 million in year one; \$20 million fully implemented.)*

Final Report and Recommendations of the Tennessee Higher Education Commission Lottery Scholarship Committee

State statute charges the Tennessee Higher Education Commission (THEC) with responsibility for analyzing data pertaining to the Tennessee Education Lottery Scholarship (TELS) program and producing an annual report on student success and scholarship retention. The Tennessee General Assembly created this lottery-funded statewide merit scholarship program in 2004 with four major policy objectives:

- *improve academic achievement in high school* through scholarship incentive;
- provide financial assistance to *promote access to higher education*;
- *retain the state's "best and brightest" students* in Tennessee colleges and universities; and
- *promote economic development* through workforce training.

Pursuant to its statutory responsibility, THEC produced the *Tennessee Education Lottery Scholarship Program Annual Report* in January 2007. The report was presented to the Commission and leadership within the General Assembly. The report's noteworthy findings included the following:

- Half of the first-time lottery recipients lost their scholarship after their first year in college, and two-thirds of these recipients had lost their award by the end of the second year.
- Two-thirds of scholarship recipients who qualified for the award by meeting both the high school GPA and ACT standards retained the award after their first year, compared to 42 percent of students qualifying solely by high school GPA and 23 percent qualifying solely by ACT.
- Students from higher income families were much more likely than lower income students to retain their award.
- Among students who lost their award, two-thirds returned to college anyway. Scholarship forfeiters who left school were similar to those who stayed in terms of high school academic performance; however, leavers came from families earning on average about \$10,000 less per year.
- Students who forfeit the scholarship but remain enrolled are more likely to migrate to a community college. The impact of this phenomenon on eventual degree attainment – both its likelihood and its length – is yet to be determined.

Lottery Scholarship Committee Membership, Activities, and Findings

The lower-than-expected scholarship retention rates contained in the report, coupled with findings of socioeconomic disparity in scholarship qualification and retention, led Commission Chair Katie Winchester to establish an ad hoc committee for the purpose of making recommendations to the Commission and General Assembly. The committee consisted of Commission members AC Wharton, Jr. (chair), John Morgan, Jack Murrah, Richard Rhoda, and student representative Sondra Wilson. Committee meeting agendas and presenters are listed in **Appendices A and B**.

In addition to holding four meetings, the committee also:

- conducted further analysis of student-level data on scholarship recipients;
- examined institutional best practices for scholarship retention;
- examined successful examples of state and local early commitment programs;
- conducted focus group interviews (summarized in **Appendix C**) with GEAR UP site coordinators who work to promote higher educational attainment among middle and high school students in the nine Tennessee counties scoring lowest on the Educational Needs Index;
- held one public forum to disseminate information about the financial aid process and gather citizen feedback on the lottery scholarship; and
- produced a policy brief on the lottery scholarship Dual Enrollment Grant that recommended increasing from four to five the total number of courses a student may take under the grant.

The committee's further data analysis led to the following conclusions:

- Scholarship retention is largely predicated on the level of academic preparation in high school.
 - Students were least likely to retain their scholarship if they qualified solely on the basis of an ACT or equivalent score. They had a better chance of retaining if they qualified on the basis of their high school GPA alone. Students who met both the standards for high school GPA *and* ACT score were the most likely to retain their scholarship.
 - Overall, about half of TELS freshmen retain their awards after one year of college. For students who enter with less than a 3.0 GPA on their high school coursework, the scholarship retention rate drops to 25 percent.
- There were differences in the manner in which Caucasian and African American scholarship recipients qualified for an award. The majority of Caucasian students qualified on the basis of meeting both the high school GPA and ACT criteria. Among African American recipients, students were most likely to qualify on the basis of high school GPA alone.
 - Differences in scholarship retention rates by race and ethnicity were largely explained by differences in academic preparation.
- A "B" average in high school is not necessarily predictive of a "B" average in college.
 - Though this varies based on the high school from which the student graduated, the student's academic record, and the postsecondary sector attended, the cumulative college GPA at the end of the freshman year is on average about a half letter grade below the high school GPA.
- Academic preparation is uneven across the state of Tennessee.
 - Average ACT composite scores were calculated for each Tennessee public high school's 2006 seniors who self-reported a B high school GPA. The average ACT score for B students ranged from 15 in some schools to 25 in others.
 - When calculated by individual high school, freshman-to-sophomore retention rates among Tennessee high schools ranged from 42 to 88

percent (exclusive of high schools that graduated fewer than 25 TELS freshmen in 2005).

- o Additional analysis of data on TELS recipients from Chattanooga, Memphis, and Nashville metropolitan school districts revealed that scholarship recipients from all three city schools were below the state average for ACT scores, yet recipients from Memphis city schools exceeded the state average on high school grade point average.

Although these findings were sobering, the committee welcomed them as a useful starting point for correcting the underlying problems they illuminate. Further, stakeholders appearing before the committee did not view these results as insurmountable, but seemed to take them as a challenge to be met.

In considering potential courses of action, the committee's views were tempered by the fact that the Tennessee Education Lottery Scholarship is still a relatively young program. The students included in the preceding analyses had little to no knowledge of the scholarship and its requirements in planning and completing their secondary schooling. Future students will have the benefit of this knowledge. Therefore, the posture of the committee is to let the scholarship, in concert with other forthcoming policy initiatives, have the desired effect to influence high school preparation and achievement. Then, insofar as it is fiscally feasible, campuses and state policymakers must take reasonable steps to help college students retain their scholarships.

Recommendations

Informed by the findings and activities outlined above, the committee's recommendations are organized under four major topical areas:

- high school standards for initial scholarship eligibility;
- the importance of early preparation and awareness;
- college standards for continuing eligibility; and
- expanding the reach of lottery resources to increase educational attainment levels in Tennessee.

1. High School Standards for Initial Scholarship Eligibility

Throughout its deliberations, the committee gathered feedback from high school counselors, students, teachers, administrators, and parents in an effort to gain community input regarding the effectiveness, merits, and shortcomings of the lottery scholarship program. Each group was asked to comment on the initial scholarship requirements of a minimum 3.0 high school GPA *or* minimum 21 ACT score. Respondents overwhelmingly expressed a belief that the current standards are reasonable. Counselors noted that lowering the academic requirements would have a negative impact on high school academic achievement and course selection which, in turn, would contradict the TELS policy goal of improving high school academic achievement through a scholarship incentive.

This belief parallels the committee's finding that better academic preparation results in increased likelihood of scholarship retention. Unfortunately, the committee also discovered that academic preparation appears uneven across the state. As noted earlier, students with similar high school grade averages have disparate ACT scores and retain the scholarship at different rates.

Action Plan

The committee is in agreement that lottery scholarship policy should encourage thorough high school preparation so that students will have the academic foundation to thrive at the postsecondary level. Therefore, the committee makes the following recommendations:

A. The General Assembly should not lower the high school academic standards required to qualify for the HOPE or ASPIRE awards.

The committee believes that the high school requirements for the base HOPE and need-based ASPIRE awards cannot be lowered without compromising what incoming college students realistically need to achieve in order to succeed at the college level. High school students should receive consistent messages from teachers, families, communities, and state policymakers to work hard to raise their level of high school performance. Lowering the bar in high school would create an environment where retention rates for these awards would plummet because student achievement was not an adequate indicator of the challenges that lay ahead.

B. The General Assembly should broaden the initial eligibility criteria for the need-based Access grant by requiring either a minimum high school GPA or a minimum ACT score, as is the case with other lottery scholarship awards.

(Estimate of fiscal impact: \$1 million in year one; \$1.5 million fully implemented.)

The Access grant is a partial award available to needy students whose high school academic credentials narrowly missed the cutoffs for ASPIRE. Although the Access grant itself is a one-time award, students may remain on scholarship assistance throughout college by meeting the college GPA requirement for the HOPE scholarship. The policy intent behind this grant was to broaden access to students who demonstrate academic promise and financial need. Currently, the award requires a family adjusted gross income of \$36,000 or less, a minimum high school GPA of 2.75, and an ACT composite score of 18-20. This is a small program serving only a few hundred students, with freshman-to-sophomore scholarship retention rates consistently around 20 percent. Expanding eligibility to students who meet *either* criterion (rather than both) could do little harm to current award retention rates in this program, would bring Access grant eligibility requirements into greater alignment with requirements for other scholarship awards, and would further serve the state policy goal of increasing access to higher education through the lottery scholarship.

C. Continued study of the differences in scholarship retention rates based on academic high school performance in differing high schools should be encouraged, to better ascertain uneven academic preparation across the state.

The differences in high school preparation across the state warrant continued study. The fact that a 3.0 high school GPA in one part of the state results in a much different scholarship retention rate than the same grade average in another part of the state is problematic as students try to discern whether they are sufficiently prepared to ensure collegiate success and scholarship retention. To this end, the Commission commits to continuing the college-to-high school feedback reports that have been produced on a pilot basis in cooperation with ACT. These reports provide each high school with feedback on its graduating seniors' postsecondary performance in the freshman year, disaggregating the results for graduates who did and did not attend college on a lottery scholarship.

2. Early Preparation and Awareness

While achievement of a certain high school GPA or standardized test score is an indicator of college readiness, the committee's research has discovered school-to-school variability across the state within the specified high school grade range. In short, a 3.0 in high school results in different college outcomes depending on the school at which the B average was earned. Research by ACT, the National Center for Education Statistics, and others indicates that a better indicator of college readiness is exposure to key courses and adequate performance in a rigorous "college ready" curriculum. This set of courses better prepares one for the rigors of college and assists in better performance on the ACT exam.

Action Plan

The committee finds that students need to be challenged to take courses that lead to college readiness and the associated lifelong benefits of choosing this avenue of preparation. If college access is to be truly meaningful, students need a certain skill set upon entering college that will help ensure access to a college credential – a desirable outcome for students and the state. Therefore, the committee makes the following recommendations:

A. Lottery scholarship requirements or rewards should promote a college preparatory curriculum in high school. This could be done by requiring certain coursework to receive a lottery scholarship, or by providing an increased dollar amount for students who complete such a curriculum.

Rewarding high school students who complete a more rigorous curriculum will give them incentive to prepare in a manner that leads to postsecondary success. The state would need to decide on a metric by which rigor would be judged. Two current possibilities are the standards required by the American Diploma Project or those of the Tennessee Scholars Program. Further research into this area should ensure that the guidelines are clearly articulated and available to all Tennessee high school students.

B. High schools should provide students with checkpoints for high school preparation to assist them in determining their college readiness.

Early academic checkpoints will provide an opportunity for high school students to discover their progress toward college readiness in sufficient time to make mid-course adjustments. Toward this end, the committee supports the universal administration of ACT Explore and Plan assessments that Governor Bredesen has recommended for all the state's eighth and tenth graders. These pre-ACT achievement tests allow students, teachers, and counselors to determine each student's strengths and weaknesses in a timely manner that will allow for a plan of action that addresses deficiencies and further builds on student strengths.

C. The communication services division of the Tennessee Student Assistance Corporation should be equipped with additional sufficient resources to effectively disseminate information statewide about the benefits of the lottery scholarship program and the need for rigorous academic preparation in high school.

The Tennessee Student Assistance Corporation is statutorily responsible not only for administering, but for promoting the lottery scholarship program. It is paramount that students and their families understand the scholarship requirements, any changes that are made annually, as well as the long-term benefits of more challenging academic preparation. Focus group interviews indicated some students and their parents continue to be limited in their understanding of scholarship and general financial aid availability and requirements, particularly in counties where this information is most needed. Additionally, due to staffing limitations, there is a vast segment of the population yet to be properly informed of educational opportunities and financial aid availability.

The process of learning about the lottery scholarship and the overall benefits of higher education should begin in middle school and should particularly focus on populations traditionally underserved by postsecondary education. After a thorough assessment of current performance and future needs, TSAC should ensure that its communication services division has sufficient additional resources and internal staff support to disseminate information statewide about academic strategies and program guidelines to all Tennessee students. This can be achieved through a combination of internal reallocation of various funding sources and/or the use of additional lottery resources. (See **Appendix D** for details.)

3. College Standards for Maintaining Scholarship Eligibility

The committee inquired into the origins of the 3.0 college GPA required for scholarship renewal and determined this grade average was chosen because it was a standard commonly used by other states with similar programs; it encouraged students to perform academically at a high level in college; and it was fiscally responsible.

Action Plan

As the TELS program nears maturity in 2007-08, TSAC projects a structural annual surplus -- a positive cash flow resulting from net lottery proceeds in excess of projected program expenses -- of \$33 million. With this self-imposed fiscal limitation in mind, the committee makes the following recommendations relative to college standards and practices for helping students retain lottery scholarships:

A. The General Assembly should establish 2.75 as the college cumulative GPA required for scholarship retention at all checkpoints for college credit hours attempted.

(Estimate of fiscal impact: \$7 million in year one; \$16 million fully implemented.)

The structural annual surplus gave the committee room to examine the ramifications of lowering the GPA for TELS retention to 2.75 for all years. This course of action makes use of what we now know about the relationship of high school GPA and freshman year grades in the state. The proposed revision to the college GPA would result in an additional 1,600 students retaining awards, increasing the overall scholarship retention rate after two years of college from the current 35 percent to 44 percent. Further, the recommendation would have a positive impact on the proportional representation within the scholarship population by students currently underserved by higher education. Among students that would be added by implementing the recommendation:

- 14 percent would be African American, compared to 10 percent of TELS freshmen and 8 percent of the lottery scholarship population overall; and
- 27 percent would be from families with an adjusted gross income (AGI) of \$36,000 or less, compared to 24 percent in the overall TELS population.

B. THEC should convene a biennial statewide summit involving public and independent institutions so that campuses can share best practices in college and scholarship retention.

The committee met with several Tennessee campus officials regarding their practices to bolster student academic success. While these institutional practices are largely tailored to each campus's unique student body, there are certain principles that can be applied more generally, such as academic deficiency early warning systems, peer tutoring, and learning communities. A biennial statewide summit on student and scholarship retention would allow campuses to learn from each other and tailor promising practices to their own communities.

C. Campuses should develop an early alert mechanism that connects scholarship recipients with available campus academic success resources if their performance falls below a specified level.

Data indicate that many freshmen have difficulty adjusting to the demands of college, which is reflected in lower initial grade point averages. Further, only four percent of students who fail to achieve the required 2.75 college cumulative GPA by the 24 college credit hour checkpoint successfully take advantage of the scholarship's "regain" provision by raising their collegiate GPA to 3.0 at the 48

hour checkpoint. Any academic deficiency must be remedied quickly in order for students to have a reasonable chance of maintaining scholarship eligibility. Thus, a campus mechanism is needed to connect scholarship recipients with academic success resources during the first semester.

4. Expanding the Reach of Lottery Resources to Increase Educational Attainment Levels in Tennessee

Higher education's many benefits to individuals and states are well-documented. Currently, Tennessee ranks among the bottom 10 states in adult baccalaureate attainment and among the bottom 15 in personal income per capita. Further, great disparities exist by county. Only a handful of Tennessee counties exceed the state average on either of these measures. Increasing the level of educational attainment across the state is in the interest of all Tennesseans. Making progress will increase incomes and opportunities for individuals, enhance state revenues, and improve Tennessee's competitiveness from an economic development standpoint.

For all their merit, the preceding proposals essentially extend some additional benefit to students already receiving the lottery scholarship. An opinion survey the Commission administers biennially to high school seniors suggests that 90 percent of these students had planned to attend college anyway. Tennessee's ranking in the bottom fifth of states in terms of adult educational attainment calls for a more targeted allocation of resources, and the positive cash flow referenced earlier, coupled with future interest earnings on the lottery reserve account, provides a funding source from which to work.

Action Plan: The following proposals argue for leveraging lottery dollars to reach out to underserved student populations in order to increase the percentage of Tennesseans completing some level of higher education. The committee makes the following recommendations:

A. Interest earned on the lottery reserve account should be dedicated to supplementing legislative appropriations to the need-based Tennessee Student Assistance Award. *Lottery revenues as a percentage of all TSAA funding should be calculated and reported on an ongoing basis to ensure that lottery funds continue to supplement and not supplant appropriations.*

(No impact on lottery revenues available for annual program expenses; size of contribution to TSAA depends on lottery reserve account balance.)

When most Tennesseans think about student aid, they think about the lottery scholarship programs. Highway billboards, television ads, and radio announcements broadcast how many hundreds of millions of dollars have been raised for lottery scholarships. However, for many low-income Tennesseans, the primary state financial aid program on which they rely for access to postsecondary education is not the lottery scholarship, but the need-based Tennessee Student Assistance Award (TSAA).

There is not as much overlap between the TSAA and lottery scholarship programs as one might expect:

- only about one-fourth of TSAA recipients also qualify for a lottery scholarship;
- most lottery scholarship recipients (70 percent) come from families earning more than \$30,000, but almost all TSAA recipients (90 percent) come from families earning less than that amount; and
- 40 percent of TSAA recipients are African American.

It has long been the case that student demand has outpaced appropriations to the TSAA program. The number of TSAA recipients each year is rivaled by the number of students who apply and are eligible for a TSAA grant but are not awarded due to a lack of funds. Further, students who lose their lottery scholarship and drop out of school are more likely to come from low income backgrounds. The committee's proposal, without requiring additional appropriations, would immediately expand the size of the TSAA program by some 25 percent and target additional resources to college students who need it most, holding great promise for "moving the needle" on degree attainment in Tennessee.

B. The General Assembly should expand the eligibility criteria of the lottery scholarship's existing Nontraditional Student Grant to invite greater access by adults seeking a postsecondary credential.

(Estimate of fiscal impact: \$2 million in year one; \$3 million fully implemented.)

The reality of adult student participation in postsecondary education has not measured up to the higher education community's rhetoric about the importance of lifelong learning. Nationwide, only 14 percent of adults with a high school diploma but no postsecondary credential are currently enrolled in college. In Tennessee, the figure is even lower, at nine percent. Criteria for participation in the lottery scholarship's Nontraditional Student Grant, which currently serves only about 300 students, should be expanded to be more responsive to adult students' needs and more reflective of their attendance patterns. Suggested revisions include lowering the age requirement from 25 to 23; allowing prior postsecondary attendance; and lowering from 24 to 12 the number college credits required to demonstrate a pattern of acceptable postsecondary performance. The program should remain need-contingent to target resources to adults who need them most.

C. The General Assembly should establish a statewide early commitment program, modeled on successful state and local programs, providing a tuition benefit to low-income students who graduate from high school with a college preparatory curriculum regardless of the high school grade point average achieved.

(Estimate of fiscal impact: \$4 million in year one; \$20 million fully implemented.)

The lottery's favorable financial position has enabled state policymakers to consider extending a tuition benefit to students whose academic qualifications do not meet the academic criteria established by the current lottery scholarship program. There has been much talk during this year's policy cycle about extending

a tuition benefit to “C” students – that is, students with less than a 3.0 high school GPA.

The TBR’s 19-19-19 initiative is one approach that has been proposed for reaching out to this population. The committee supports the spirit of 19-19-19, which extends financial help to the next tier of recent high school graduates and attempts to do so in an academically responsible way (that is, students with the prescribed set of scores would not require remediation in math or English). However, the committee finds that the pool of students meeting the 19-19-19 criteria but not already receiving lottery scholarships is small, and the subset of such students not already participating in higher education is smaller still (see **Appendix E** for staff analysis). Even as it makes this observation, the committee asserts its hope and belief that the number of eligible students will grow as the governor’s proposed high school curricular requirements and accompanying early intervention strategies take hold.

Still, reservations about the capacity of 19-19-19 to attract great numbers of new students to higher education led the committee to examine alternative strategies that might supplement the approaches proposed to date. In the course of its deliberations on this topic, the committee discovered that while financial aid is a necessary condition for low income C students to have access to college, money cannot be the sole policy response if we hope to extend access to this student population in a way that provides the greatest possible potential for college success.

Students that come to college with a C average on their high school coursework tend to achieve lower college GPAs and present a greater risk of dropping out. Fortunately, there are successful models (state and local, publicly and privately funded) for mitigating the factors that contribute to these outcomes while targeting the eventual aid on the students who will need it most once they get to college. The committee and Commission staff interviewed representatives of three such programs at length. While each program has unique characteristics, they tend to share the following features:

- early identification of eligible students (in the 6th or 8th grades);
- demonstrated financial need or low income status (for example, eligibility for the federal free/reduced price lunch program);
- student and parental commitment in the form of a pledge or contract;
- graduation from a high school in the state with successful completion of a college preparatory curriculum or specific coursework;
- no use of illegal drugs or alcohol or involvement in criminal activity throughout the period of the pledge;
- application to a public (and sometimes private) postsecondary institution in the state;
- submission of a college financial aid application; and
- “last dollar” status, meaning that the award amount is calculated after all other potential forms of grant aid have been explored.

Additionally, a key feature of these “early commitment” initiatives is a program infrastructure to support students while they progress through high school. For instance, Indiana, whose 21st Century Scholars program is widely considered a model state initiative, provides 16 regional service centers which offer tutoring, mentoring, college visits, activities for parents, and frequent mailings and other contacts explaining college and financial information.

Outcomes research on early commitment programs indicates that such programs, if thoughtfully planned and skillfully executed, can result in participants being more likely than their non-participating peers to complete high school with a college preparatory curriculum; enroll in college; and graduate from college. Indeed, on the whole, Indiana’s 21st Century Scholars have outperformed college students at large on all but the college graduation measure -- a remarkable record considering these students are among the state’s most economically disadvantaged and academically at-risk -- populations previously underserved by higher education.

It should be noted that, if adopted, this program might negate the need for the Access grant.

Conclusion

The General Assembly is currently considering over 40 bills related to the lottery scholarship at a combined cost well over \$1 billion. Rather than address each of these ideas individually, the committee has chosen to focus on a few priorities that, taken together, would (1) expand the potential for successful participation in Tennessee higher education by enabling more current scholarship recipients to retain awards and (2) invite access by students excluded from the program in the past. Most of the recommendations that carry a fiscal note to be paid from lottery funds target resources on students who demonstrate financial need.

Tennessee is in the enviable position of having a structural annual surplus in its lottery scholarship program,¹ coupled with a robust lottery reserve account that generates additional interest income every year.² Limiting future additional spending to these two revenue streams will require discipline. However, such discipline is paramount to ensure that the state can sustain any program enhancements both now and well into the future. **Appendix F** demonstrates that available revenues can accommodate the committee’s recommendations as well as the lottery-related recommendations in the Governor’s Budget.

¹ The annual surplus is a by-product of net lottery proceeds in excess of projected annual expenses for a fully mature lottery scholarship program, and is estimated to be \$33 million in 2007-08.

² The lottery reserve account balance will approach \$400 million by the end of the current fiscal year, generating some \$18 million in interest in 2007-08.

APPENDIX A

Committee Meeting Dates and Agendas



RICHARD G. RHODA
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230

PHIL BREDESEN
Governor

TO: Members, THEC Lottery Scholarship Committee

FROM: Richard G. Rhoda 

DATE: February 22, 2007

SUBJECT: Outline of Remaining Meeting Dates

A path of inquiry developed out of our first meeting of the THEC Lottery Scholarship Committee on February 9. I wanted to take this opportunity to set future meeting dates and establish expectations for the types of activities that will take place.

Proposed dates for our three remaining meetings are March 2, 16, and 30. Each of these is a Friday. We will convene at 1:00 PM and finish by 3:00 PM.

Our agenda will lead us in the direction of substantive suggestions we can make by the end of March relative to access and retention. Further, we agreed that the Committee's recommendations need not be limited to the lottery scholarship program itself. With this goal in mind, the following outline addresses some of the topics to be covered:

2nd Meeting

- Best practices at the state level – THEC staff will present initial findings, followed by roundtable discussion

- Best practices at the institutional level – one or more institutional representatives will discuss effective interventions aimed at helping students retain their scholarships
- Georgia’s initiative for African American males – Mayor Wharton’s staff will present findings
- Looking ahead to next meeting:
 - Overview of Indiana and Oklahoma early commitment programs and proposed Tennessee High School Redesign – THEC staff
 - Discussion of any initial findings on school administrator, parent, or student impressions of the lottery scholarship program.
 - Discussion of public forums.

3rd Meeting

- Presentation from a representative of the Oklahoma or Indiana early commitment programs – THEC staff will arrange.
- Review of findings from conversations with school administrators, parents or students relative to their perceptions of the lottery scholarship program.
 - We will be searching for candid feedback regarding the program’s strengths and weaknesses, as well as suggestions regarding its administration.
 - Any focus groups and public forums will take place outside the Committee’s regular meeting dates; a synthesis of findings will be presented, allowing time for discussion.
- Looking ahead to next meeting:
 - Discuss potential policy recommendations and how they will be communicated.

Final Meeting

- Arrive at final policy recommendations – THEC staff will bring a draft based on the above activities.
- Discuss next steps.



RICHARD G. RHODA
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PHIL BREDESEN
Governor

AGENDA
THEC Lottery Scholarship Committee

Commission Board Room, Parkway Towers
March 2, 2007, 1:00 p.m. CST

- 1. Summary of TELS Interviews with GEAR UP Site Coordinators**
 - Wendy Tabor, THEC Staff
 - Committee Discussion
- 2. Institutional Best Practices**
 - UT - Dr. Ruth Darling, Director, Student Success Center, University of Tennessee Knoxville
 - TBR (handout)
 - Committee Discussion
- 3. Georgia Initiative for African American Males**
 - Robert White, Special Assistant to Mayor Wharton
 - Committee Discussion
- 4. State Best Practices**
 - Overview by Christine Luce, THEC Staff
 - Committee Discussion
- 5. Planning Ahead**
 - Next Meeting March 16 in THEC Board Room
 - Overview of Indiana, Oklahoma, and Ayers Foundation (TN) early commitment programs and proposed Tennessee High School Redesign – THEC staff
 - Governor's plan for free community college tuition and the TBR 19-19 initiative
 - Community Forum March 27 in Memphis



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PHIL BREDESEN
Governor

AGENDA
THEC Lottery Scholarship Committee

Commission Board Room, 18th Floor Parkway Towers
March 30, 2007, 1:00 - 3:30 p.m. CDT

- 1. Recap of Memphis Lottery Scholarship Forum**
- 2. TSAC Communication Division Outreach Programs**
 - *Jeri Fields, TSAC Assoc Exec Director for Communication Services*
- 3. Reaching Out to “C” Students**
 - Overview of TBR 19-19-19 Initiative: *Paula Short, Vice Chancellor of Academic Affairs, TBR*
 - Panel Discussion: State and Local Early Commitment Programs
 - Indiana’s 21st Century Scholars Program: *Stan Jones, Commissioner, Indiana Commission for Higher Education*
 - Ayers Scholars Program: *Carol Franks, Decatur County, TN*
- 4. Other potential uses of lottery funds for current non-lottery students, or students in programs not currently funded with lottery dollars**
 - Discuss decreasing the current TELS requirement on college GPA from 3.0 to 2.75 (after 48 college credit hours)
 - Recap of original policy discussions that resulted in the current standards for college GPA: *Richard Rhoda, THEC*
 - Impact of lowering the 3.0 college GPA requirement: numbers of students, their demographics, and costs. Would it put the scholarship program in a negative cash flow situation? *Rob Anderson, Director of Research and Planning, THEC*
 - Can interest earned on reserve account be used for need-based aid?
 - Review of constitutional and statutory language: *THEC Staff*
 - Tennessee Student Assistance Award overview
 - *Claude Pressnell, President, TICUA*
 - *Tim Phelps, TSAC Assoc Exec Dir for Scholarships & Grants*
- 5. Planning Ahead**
 - Final Meeting: Friday, April 13 in THEC Board Room
 - Review draft report and recommendations

APPENDIX B

THEC Lottery Scholarship Committee List of Presenters

Robert Anderson, Director of Research & Planning, THEC
Robert Biggers, Lottery Scholarship Program Administrator, TSAC
Ruth Darling, Assistant Vice Provost and Director of the Student Success
Center, UT Knoxville
Naomi Derryberry, Grants & Scholarships Administrator, TSAC
Bryce Fair, Associate Vice Chancellor for Scholarships & Grants, Oklahoma
State Regents for Higher Education
Jeri Fields, Associate Executive Director for Communication Services, TSAC
Carol Franks, Ayers Scholars Program, Decatur County, Tennessee
Stan Jones, Commissioner, Indiana Commission for Higher Education
Christine Luce, Graduate Assistant, THEC
Tim Phelps, Associate Executive Director for Scholarships & Grants, TSAC
Claude Pressnell, President, TICUA
Paula Short, Vice Chancellor of Academic Affairs, TBR
Wendy Tabor, GEAR UP Program Public Relations Specialist, THEC
Robert White, Special Assistant to Mayor Wharton
David Wright, Associate Executive Director for Policy, Planning, & Research,
THEC

APPENDIX C

Summary of Focus Group Interviews with GEAR UP Site Coordinators



Tennessee Education Lottery Scholarship Committee

Focus Group Discussions



Focus Group Participants

- GEAR UP TN Counties
 - Campbell, Cocke, Grundy, Hardeman, Johnson, Lake, Union, Wayne
- GEAR UP partnership grants
 - Nashville
- Independent college access programs
 - Memphis, Chattanooga

Parent Obstacles



- Too much confusing information
 - Parents feel lost
 - Parents need clear details for every step
- Misunderstandings about the program
 - Scholarship based only on income
 - Trust issues with disclosing financial information
- Not getting the information
 - Students do not bring it home
 - Information given at events misplaced
- Lack of awareness of other financial aid options

Parent Suggestions



- Create a hard copy booklet
 - Cover the process from beginning to end (from middle school/high school classes to the appeals process)
- Build trust
 - Explain why financial information is needed
 - Host several financial aid nights to avoid overwhelming parents
 - Assist parents in completing FAFSA
- Mail information to homes
 - In addition to giving it to students and passing it out at events
- Distribute information at other sites
 - Faith-based organizations, workplaces, community events

Student Obstacles



- Misunderstandings about the program
 - Competitive, only top students get award
- Lack of uniform grading across P-16
 - “B” students in high school not “B” students in college
 - “B” students in one system not “B” students in another
- Some resistance to taking rigorous courses
 - No longer based on core, easy classes to keep 3.0 GPA
- Low-income, first generation students
 - Do not ask questions or seek help
 - Have no family source for advice

Student Suggestions



- Provide continuous messages
- Start early
 - Start with basic information and build as they grow older
 - Focus on 8th grade, when they create 4-year plans
- Seek out students who need help
- Make students aware of additional financial aid opportunities

Counselor Obstacles



- Serve large numbers of students
 - Are overworked
 - Cannot dedicate time
- Are the postsecondary/financial aid contact
 - Need to stay informed of changes

Counselor Suggestions



- Encourage counselors
 - Remind them of the difference they make
- Notify counselors when changes are made

High School Standards



- Arguments against lowering ACT to 19
 - Increase in the number of students losing scholarship in college
 - Decrease in student motivation to take challenging classes
 - Students are on track to achieve current standards
- Community college standards should be lower than four-year institution standards

College Standards



- GPA requirements should be lowered
- There is more to college than a GPA
 - “There is no research out there that supports that only students with 3.0 college GPAs become productive employees.”
 - “Many students with 2.75 GPAs are students that are learning while also being involved in student government, working full time, etc.”

Other Suggestions



- More money to advertise scholarship program
- College 101 class
 - High school level, elective credit
- Retention focus at postsecondary institutions
 - Programs/Counselors that help at risk students
- College coaches
 - High school level, entire process through freshman year

Questions



APPENDIX D



STATE OF TENNESSEE
TENNESSEE STUDENT ASSISTANCE CORPORATION
SUITE 1950, PARKWAY TOWERS
404 JAMES ROBERTSON PARKWAY
NASHVILLE, TENNESSEE 37243-0820
(615)741-1346 • 1-800-342-1663 • FAX (615)741-6101
www.CollegePaysTN.com

MEMORANDUM

TO: David Wright, Associate Executive Director for Policy, Planning & Research
Tennessee Higher Education Commission

FROM: Jeri Fields, Associate Executive Director for Communication Services
Tennessee Student Assistance Corporation

DATE: April 5, 2007

SUBJECT: Response to request from Mayor A C Wharton regarding staff and budget requirements for expansion of TSAC outreach efforts

The Tennessee Student Assistance Corporation currently offers year-round services to parents, students and school administrators through presentations at financial aid nights, career/college fairs, TELS programs, FAFSA workshops and informational publications.

As the TELS program matures, citizen and legislative concerns have arisen regarding low participation rates for low-income and minority students and low retention rates overall. TSAC must expand its outreach to include academic preparation, college and financial planning, financial literacy and general college access programs. Through reaching a broader audience, including middle school students, parents and non-traditional students, we are able to educate all Tennesseans in the requirements and opportunities associated with the program.

With the expansion of both message and audience, TSAC requires an increase in staff of seven and an increase in budget of \$750,000 to meet the evolving needs of the TELS program. Six new outreach staff will be located at regional offices throughout the state and one administrative staff will be housed in the Nashville office. The associated costs including salary, benefits, transportation, travel, communication, operating/supplies, shipping, printing etc. are below:

Salary and Benefits – 7 New Positions	\$428,000
Equipment	\$ 90,000
Travel, Communication, Oper./Supp., Shipping, etc.	\$ 60,000
Printing, Promotions, Program, Misc.	\$127,000
Indirect Costs	<u>\$ 45,000</u>
	\$750,000

This would be possible through a combination of internal reallocation of various funding sources and/or the use of additional lottery resources.

cc: Robert Ruble

APPENDIX E

THEC Analysis of 19-19-19 Initiative's Capacity to Increase Higher Education Access

According to the ACT EIS database, in 2006, approximately 45,000 graduating public and private high school seniors in Tennessee took the ACT.

- 7,273 students scored a 19-20 composite on the ACT.
- 1,884 of those students with a composite score of 19-20 also scored a 19 or better on both the math and English sections of the test.

Students seeking the Tennessee Education Lottery Scholarship can qualify with either a minimum 21 ACT composite score of 21 or minimum 3.0 high school GPA. When controlling for the 19-19-19 ACT scenario and removing students that would qualify for the lottery scholarship with a 3.0 HS GPA, the number of students not already being served decreases substantially.

1. 511 students scored a 19-20 composite ACT, scored a 19 or above on both math and English, and had less than a 3.0 high school GPA.
2. 331 students are currently enrolled in *Tennessee public institutions* (the limits of THEC's student-level database) with the 19-20 composite, minimum 19 on both math and English, and less than a 3.0 high school GPA.
3. The difference between items 1 and 2 above leaves 180 students who meet the requirements of a 19-19-19 and are not enrolled in Tennessee public higher education.
4. Some unknown students from item 3 above are enrolled in Tennessee private institutions or out-of-state schools.
5. The above enrollment patterns were consistent for graduating high school seniors in 2005 and 2006 (see table).

19-19-19 Tennessee ACT Test Takers & Subsequent Public College Enrollment				
	2005		2006	
	HS Seniors Taking ACT	Fall First-Time Frosh Enrolled in Public Insts	HS Seniors Taking ACT	Fall First-Time Frosh Enrolled in Public Insts
Students with a 19-20 ACT composite and a 19 or better on both math and English.	1736	1032	1884	1020
Students meeting the ACT requirement with below a 3.0 HS GPA	461	318	511	331

**Governing Board Disclosure List
Revenue-Funded Projects FY 2007-08
Additional Projects Submitted**

										Attachment C
University of Tennessee										
Institution	Project Name	Fund Source	New E&G Sq.Ft.	New Aux. Sq.Ft.	Estimated Cost	TSSBA	Gifts	Grants	Auxiliary	Operating
UTC	Barr Building Improvements	Operating and Auxiliary Funds	0	0	\$ 225,000				\$ 75,000	\$ 150,000
UTK	Thompson-Boling Arena Renovations Phase II	TSSBA	0	0	\$ 5,750,000	\$ 5,750,000				
UTK	Data Support Building Improvements	Operating Funds	0	0	\$ 800,000					\$ 800,000
UTK	New Research Laboratory Building	TSSBA	0	100,000	\$ 30,000,000	\$ 30,000,000				
UTM	Football Field Improvements	Auxiliary and Gift Funds	0	0	\$ 860,000		\$ 250,000		\$ 610,000	
UT-AG	Bio-Energy Research Lab Improvements	Operating and Grant Funds	0	0	\$ 750,000			\$ 250,000		\$ 500,000
UTHSC	Eye Institute Renovation	Auxiliary and Gift Funds	0	0	\$ 1,500,000		\$ 200,000		\$ 1,300,000	
UTHSC	Food Service Renovations	Gift Funds	0	0	\$ 500,000		\$ 500,000			
UTHSC	Bookstore Renovations	Gift Funds	0	0	\$ 500,000		\$ 500,000			
UTHSC	910 Madison Building Renovations	Operating Funds	0	0	\$ 1,000,000					\$ 1,000,000
10	TOTAL - ADDITIONAL DISCLOSURE PROJECTS		0	100,000	\$ 41,885,000	\$ 35,750,000	\$ 1,450,000	\$ 250,000	\$ 1,985,000	\$ 2,450,000
Tennessee Board of Regents										
Institution	Project Description	Fund Source	E&G Sq.Ft.	Aux. Sq.Ft.	Estimated Cost	TSSBA	Gifts	Grants	Auxiliary	Operating
ETSU	Alumni Pathway and Fountain	Gift Funds			\$ 250,000		\$ 250,000			
ETSU	Baseball Facility Development Phase I	Gift Funds			\$ 6,000,000		\$ 6,000,000			
ETSU	University School Access Road Modifications	Operating Funds			\$ 250,000					\$ 250,000
ETSU	Early Childhood Learning Suite Renovation	Operating Funds			\$ 170,000					\$ 170,000
MTSU	Corlew and Cummings Hall Housing Renovation	TSSBA			\$ 19,100,000	\$ 19,100,000				
MTSU	Greek Row Development Phase II	TSSBA		46,400	\$ 9,750,000	\$ 9,750,000				
TSU	Hale Stadium Improvements	NFL Grant, TSSBA, and Gift Funds		29,375	\$ 3,200,000	\$ 2,700,000	\$ 250,000	\$ 250,000		
TSU	Nashville Business Incubation Center Roof and Drainage Improvements	NBIC Revenue and Reserve Funds			\$ 580,000				\$ 580,000	
TSU	Lawson Hall and CARP Building Roof Replacements	Federal Grant and Operating Funds			\$ 200,000			\$ 192,500		\$ 7,500
TTU	Dorm Fire Safety Improvements Phase III	Auxiliary Funds			\$ 510,000				\$ 510,000	
TTU	New Residence Halls Phase II	TSSBA		101,000	\$ 24,540,000	\$ 24,540,000				
UoM	Richardson Towers HVAC Upgrades	Auxiliary Funds			\$ 1,080,000				\$ 1,080,000	
UoM	Smith Dorm Fire Safety Upgrades	TSSBA			\$ 1,300,000	\$ 1,300,000				
COSCC	Center	Operating Funds			\$ 170,000					\$ 170,000
COSCC	Natatorium Renovation	Operating Funds			\$ 680,000					\$ 680,000
PSTCC	New Portable Classroom / Office Structure	Operating Funds	3,700		\$ 340,000					\$ 340,000
RSCC	Site	Operating Funds			\$ 130,000					\$ 130,000
RSCC	Observatory Dome and Telescope Base	Operating Funds and Gift Funds			\$ 50,000		\$ 30,000			\$ 20,000
18	TOTAL - ADDITIONAL DISCLOSURE PROJECTS		3,700	101,000	\$ 68,300,000	\$ 57,390,000	\$ 6,530,000	\$ 442,500	\$ 2,170,000	\$ 1,767,500
28	GRAND TOTAL - ADDITIONAL DISCLOSURE PROJECTS		3,700	201,000	\$ 110,185,000	\$ 93,140,000	\$ 7,980,000	\$ 692,500	\$ 4,155,000	\$ 4,217,500
REVISIONS TO PROJECTS ON THE CURRENT FY 2007-2008 DISCLOSED PROJECTS LIST										
TSU	Hankal Hall Renovations *	Operating Funds			\$ 1,500,000					\$ 1,500,000
WSCC	Greeneville / Greene County Center Safety Corrections **	Gift Funds			\$ 4,500,000		\$ 4,500,000			
GRAND TOTAL - REVISED DISCLOSURE PROJECTS					\$ 6,000,000	\$ -	\$ 4,500,000	\$ -	\$ -	\$ 1,500,000
* This project converts 22,997 square feet of Auxiliary space into Education and General space; and was included in the original FY 2007-08 project disclosure listing at an estimated project cost of \$750,000.										
** This project was included in the original FY 2007-08 project disclosure listing at an estimated project cost of \$1,000,000.										
REMOVE THE FOLLOWING PROJECT FROM THE FY 2007-2008 DISCLOSED PROJECTS LIST										
STCC	Nursing and Biotechnology Facility	Gift Funds	74,000	0	\$ 2,430,000		\$ 2,430,000			

2007-2009 MINORITY TEACHER EDUCATION PILOT PROJECT GRANTS

AUSTIN PEAY STATE UNIVERSITY

Dr. Herald V. Richards

Project MORE: Preparing Minorities to be Outstanding Responsible Educators

Project MORE focuses on (a) recruiting committed African American candidates to the teaching profession; (b) providing them with a coordinated support system; (c) immersing them in a rigorous, well-rounded teacher education program, emphasizing sensitivity to diversity, technological competency, and best teaching practices; and (d) ultimately placing these well-prepared practitioners in our school system.

Funds Recommended \$20,000

CRICHTON COLLEGE

Dr. Cynthia Gentry

Minority Teacher Education Program

The objective of the Crichton College Minority Teacher Education Program is to increase the number of minority students completing licensure programs by addressing the areas where students are unsuccessful in completing the Teacher Education Program, presenting passing scores in one or more subtests of the Praxis I, inability to pass one or more of the relevant Praxis II exams and inability to cope with the overall college experience through coursework, workshops, tutoring, academic advising and mentoring.

Funds Recommended \$34,467

EAST TENNESSEE STATE UNIVERSITY

Dr. E. Jane Melendez

Project MOST: Minority Opportunities for Success in Teaching

The objective of Project MOST is to identify a pool of potential candidates, who are non-traditional minority students, moving them toward attainment of teaching positions in East Tennessee. Some of the non-traditional minority students will be recruited into the teacher education master's degree program, which will lead to initial licensure. Preference will be given to Tennessee residents. A large number of organizations and individuals will be asked to assist in recruiting potential participants. This program will provide extensive support in academic advising and mentoring, social activities, assistance in preparation for Praxis exams, quality field experiences and student teaching assignments in the partnering school districts.

Funds Recommended \$24,877

FREED-HARDEMAN UNIVERSITY

Dr. Ronald P. Butterfield

Minority Teacher Recruitment and Training Initiative

The program will provide the opportunity for continued training of five highly talented African-American teacher candidates to enter the teaching profession and financial and mentoring resources to enable the “brightest and best” minority candidates to teach in Tennessee public school classrooms. Freed-Hardeman University constantly seeks opportunities to encourage highly promising potential teachers to spend their professional careers in Tennessee. The collaborative involvement of the West Tennessee Public School Districts lends a strength that can make this initiative work.

Funds Recommended \$29,856

MILLIGAN COLLEGE

Dr. Billye Joyce Fine

Minority Teacher Education Project

Milligan College will utilize a Minority Council to recruit and select participants for this project. The goal of the program is to recruit non-traditional minority students for a two-year certification process. During the Fall and Spring semesters, professional course work will accompany a year long internship in a partner school. In the concluding summer of professional studies, emphasis is on the completion of action research projects and licensure requirements. In addition, the program offers academic advisement, mentoring, and tutoring for national exams.

Funds Recommended \$24,500

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Dr. Cynthia Wallace

Each One Reach One – Minority Male Educator Project

This program is designed in partnership with the Hamilton County Department of Education to meet the personnel demands of the school system. The program involves a number of research-based strategies to ensure that participants have the support and resources they need to complete their licensure within two years of program enrollment. The program includes the following 5 key components: recruitment of African-American teacher candidates, particularly non-traditional students who often lack access to other forms of financial support; recruitment of teacher candidates for HCDE critical need areas of elementary education, middle grades education, special education, foreign languages, math, and science; a focus on clinical experiences to prepare participants for the realities of education; emphasis on early intervention and preparation for the PRAXIS exam and other academic hurdles; and provision of supports and resources that assist individual students with their unique needs and forge a strong community of learners through enhancement to the cohort model.

Funds Recommended \$24,300

UNIVERSITY OF TENNESSEE AT KNOXVILLE

Dr. Dulcie Peccolo
Ms. Jamia Stokes

African-American Teacher Intern Project

The goal of this program is to fund fifteen African-American degreed students; six in year one and nine in year two who have completed all undergraduate prerequisites and are who are ready to enter graduate level teaching internships. The layout of the internship has been developed in accordance with state guidelines and by ongoing collaboration of many school-based professionals, system officials and college representatives.

Funds Recommended \$30,000

UNIVERSITY OF TENNESSEE AT MARTIN

Dr. Mary Lee Hall

Success in Teacher Education Program

The Success in Teacher Education Program (STEP) project is a collaborative effort among Dyersburg State Community College, the University of Tennessee at Martin, and Lauderdale County School System to recruit, prepare, and retain minority teaching candidates. The program design will emphasize two key areas: intentional recruiting strategies, and individually designed academic success strategies. The intended outcome of Project STEP is the placement of more minority teachers in local school systems in rural, West Tennessee.

Funds Recommended \$24,000